

Vol. IV 2004

# Higher Education Partnerships for Global Development

Knowledge, Cooperation, Results



**THE ASSOCIATION LIAISON OFFICE**  
FOR UNIVERSITY COOPERATION IN DEVELOPMENT



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# INTRODUCTION: Knowledge for Development

## USAID AND ALO: LEADERS IN DEVELOPMENT KNOWLEDGE

The Association Liaison Office for University Cooperation in Development (ALO) administers a Cooperative Agreement (HNE-A-00-97-00059-00) between the United States Agency for International Development (USAID) and the American Council on Education (ACE) with five other U.S. higher education associations.<sup>1</sup> ALO's policy roundtables involve deliberation among USAID staff, scientists, and development experts across the U.S. higher education community on a broad cross-section of development issues to help inform future development program and policy decisions. ALO's Institutional Partnerships Program supports competitive awards for partnerships among U.S. colleges, community colleges, and universities and higher education institutions in developing countries. These partnerships address host country development needs and support USAID's goals and the strategic objectives of its country missions. Together with their overseas partners, U.S. faculty are designing and implementing projects and programs that will leave a lasting legacy of real change in developing countries.

On the cutting edge of research in their chosen field, faculty with an international focus are the natural choice for leading innovative pilot projects in response to global development needs. ALO partnerships illustrate how the partnership approach to addressing development challenges around the world

succeeds in different countries and in varying contexts.

Through the Institutional Partnerships Program and Special Initiatives on behalf of USAID missions, ALO has administered 226 partnership awards that have engaged more than 100 U.S. colleges, community colleges, universities, and consortia of higher education institutions in nearly 60 developing countries around the world. ALO partnerships involve higher education institutions in each USAID region of focus. Eighty of the partnerships target countries in Africa, 71 in Latin America and the Caribbean, 56 in Asia and the Near East, and 19 in Europe and Eurasia.

Each ALO partnership addresses USAID objectives in the host country. To ensure that projects fit within broader USAID strategic plans, ALO requires Institutional Partnership



Dr. Phonedavanh, a graduate of an ALO-sponsored pediatric residency partnership in the Lao PDR, examines patients as part of the Mobile Team from Mittaphab Hospital. (Photo by Bryan Watt, Case Western Reserve University/Health Frontiers. First Place, 2004 ALO Picturing Change Photo Competition)

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<sup>1</sup> The American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

Program applications to include a statement of support from the relevant USAID mission. During the period of ALO funding, ALO encourages partnership directors to interact regularly with mission officials to keep them informed about partnership activities. Given the mix of USAID objectives in different countries, the topic areas of ALO partnerships address the whole spectrum of development (see Appendix I for a list of partnerships by area of focus).

ALO Special Initiatives target specific development challenges identified by individual USAID missions. ALO staff works closely with mission representatives and host-country partners to determine the focus of the desired partnership, develop the request for applications, conduct peer review, and nominate and administer the awards. Because they are closely targeted to mission objectives, Special Initiatives often receive higher levels of funding.

At the 2001 ALO Synergy in Development annual partnership meeting, USAID/Mexico Mission Director Paul White credited the ALO program for giving USAID missions the opportunity to participate in education programs and foster relationships with higher education institutions. White also said, “[T]he [ALO] partner concept should not be limited to just

the two educational institutions. ALO is a partner, and the local AID mission should also be a partner—a proposal-developing partner, an implementation partner, perhaps a funding partner, certainly a report-receiving partner, and an evaluation partner.... In USAID/Mexico, we introduced this full partner concept, and its implementation has been successful.... Institutions have worked with us, we have funded some partnerships in their entirety with USAID/Mexico funding, and we have added money to some ALO-funded partnerships in order to expand the coverage and impact of those programs.”

ALO has worked closely with many USAID bureaus and missions, including:

- Bureau for Africa
- Bureau of Democracy, Conflict, and Humanitarian Assistance, Office of Democracy and Governance
- Bureau for Economic Growth, Agriculture, and Trade, Office of Agriculture
- Bureau for Global Health
- Regional Center for South Africa
- USAID/Bangladesh
- USAID/Egypt
- USAID/El Salvador
- USAID/Ethiopia
- USAID/India
- USAID/Macedonia
- USAID/Mexico
- USAID/Rwanda
- USAID/West Bank and Gaza



Grade 2 learners of the Okoupaue Mobile School unit in Namibia take a pause from their lessons. ALO partnership training sessions provide in-service training to more than 70 teachers working with the semi-nomadic Himba communities of Northern Namibia. (Photo by Paula Leitz, Pacific Lutheran University. Second Place, 2004 ALO Picturing Change Photo Competition)

## TRANSFORMATIONAL DEVELOPMENT

The most successful, enduring partnerships are those that identify mutual needs and strengths, create better mechanisms for the exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually broadening the scope of their collaborations. Such partnerships continue to grow and make a vital contribution long after the initial period of seed funding, proof that higher education partnerships are an important long-term investment in development cooperation.

The results are clear. Higher education partnerships build development knowledge and provide at least three key benefits:

- **CONTINUOUS ACCESS TO CRITICAL EXPERTISE.**

In an increasingly interdependent world, rapid access to new research, technical expertise, and information is critical. Long-term higher education linkages foster the steady exchange of knowledge and skills between partnering institutions, with e-mail and distance learning facilitating a continuous flow of information. ALO partners work to overcome the restrictions of the digital divide and find new ways to ensure equal access not only to new knowledge, but also to the cutting-edge technology that transmits and houses this knowledge.

- **COST-EFFECTIVE ENGAGEMENTS.** Pooling resources with a U.S. higher education institution or consortium bolsters a partner university's capacity to meet development challenges. Through cost sharing, institutions leverage their grant resources, and the whole becomes significantly greater than the sum of its parts. In existing USAID-sponsored partnerships, it is not unusual to see higher education institutions contributing as much as 100 percent of



Student volunteer Rangsey engages HIV-positive children in an indoor game as part of a community service team in Cambodia. Her team is from an ALO partnership-sponsored center for community service learning at Pannasastra University. (Photo by Anit Pattnaik, Pannasastra University of Cambodia. Third Place, 2004 ALO Picturing Change Photo Competition)

the amount received through the award. College and university contributions also help leverage funding from business and community partners.

- **SUSTAINABLE RESULTS.** Investments in building higher education partnerships, strengthening institutions, and training leaders yield long-lasting results. Individuals trained through such partnerships often become public officials, university presidents, business leaders, and other community leaders. Higher education collaboration also strengthens education institution infrastructure and builds stronger, more responsive institutions that promote long-term self-sufficiency. The capacity of overseas universities and other organizations to identify and solve problems using local resources is a critical factor in sustaining these international development efforts.

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## **TOWARD A STABLE, SECURE, AND INTERDEPENDENT WORLD**

Higher education partnerships for international development are poised to make a genuine contribution to peace, prosperity, and global security. Experience has proven that when U.S. universities contribute to international development, both the United States and the cooperating countries benefit. The insights, knowledge, and practical experience gained from higher education partnerships in international development help bolster the nation's competitive edge in diverse areas such as agriculture, environmental management, microenterprise development, and information technology. In addition, their activities prepare future leaders for a transnational world, promote cultural diversity, and foster understanding, respect, and tolerance among peoples.

As described in the following pages, higher education partnerships get results. Partnerships pay dividends at home through more problem-centered curricula, research that serves the public good, improved international relations, and a renewed ethos of community responsibility. Partnerships foster similar changes at host country institutions, equipping them to address future development challenges.



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# AFRICA

*“The coffee activity has generated incomes and improved lives in the rural community, especially for the members of the coffee [cooperative]. Now they can afford to pay for labor, school fees for their children, medical costs, rehabilitation of their houses, and purchase of livestock.”*

—Michigan State University/Texas A&M University/National University of Rwanda

Since 1998, ALO has supported 80 higher education partnerships in 20 countries in sub-Saharan Africa. The Africa partnerships target a wide range of development objectives, from telemedicine to pesticide disposal, from goat breeding to the development of an independent media, from workforce development to distance education, and from HIV/AIDS education to microenterprise development. In cooperation with the American Association of Community Colleges (AACC), seven of these collaborations earned grants through the Workforce Development Partnerships Program. Another 22 partnerships received \$2,096,190 in funding through the Education for Development and Democracy Initiative (EDDI). In 2000, EDDI awarded \$793,008 in sustainability grants to ten existing ALO partnerships in Africa. The total amount awarded to ALO partnerships in Africa since 1998, including Special Initiatives, is \$12,176,381.

## ANGOLA

### MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT/AGOSTINHO NETO UNIVERSITY

**Award Date:** 1998, EDDI 2000 (completed September 2003)

**Award Amount:** \$100,000 1998; \$100,000 EDDI 2000

**Final Share:** \$844,066

**Other Funds Leveraged:** \$1,009,000

**Other Partners:** Alcorn State University; Jackson State University; Mississippi Valley State University; Tougaloo College; Angolan Ministry of Education; Angolan Ministry of Planning; Angolan Ministry of Public Administration, Employment, and Social Security; and National Institute of Public Administration

Thanks to the partnership, two new departments—political science and public administration—were established at Agostino Neto University (ANU) as well as the only Faculty of Letters and Social Science of any higher education institution in Angola. Partners addressed the shortage of skilled public administrators after two decades of civil war in Angola by enhancing the university’s



institutional capacity to train public sector managers and providing short-term training for local government managers. ANU faculty received training in research, curriculum development, and teaching methodologies in preparation for teaching duties in the two new departments. Faculty and administrators were trained in strategic planning, departmental management, proposal development, project management, and use of computer technology. The partnership successfully leveraged additional grant monies from USAID to equip two computer laboratories within the new faculty.



## BENIN

### MARICOPA COMMUNITY COLLEGE DISTRICT/UNIVERSITE D'ABOMEY, NATIONAL SCHOOL OF APPLIED ECONOMICS AND MANAGEMENT

**Award Date:** 2004

**Award Amount:** \$99,908

**Cost Share:** \$57,784

**Other Partners:** Paradise Valley Community  
College; Mesa Community College

The partners are collaborating on the first certificate program at the National School of Applied Economics and Management (ENEAM) to target working adults and mid-level business and government managers. The program will address the increasing national demand for qualified technical workers in Benin by recruiting youth from underserved communities and enabling them to earn qualifications as technical support positions in the computer industry. The partners will also collaborate to design and deliver a mid-level management degree program in a flexible, two-year format, comprising four short-term certificates and an internship opportunity. This partnership will improve ENEAM's relationship with local business and will result in additional faculty exchanges between the two institutions.

## BOTSWANA

### OREGON STATE UNIVERSITY/UNIVERSITY OF BOTSWANA

**Award Date:** 2000 (completed September 2003)

**Award Amount:** \$99,911

**Cost Share:** \$124,965

**Other Funds Leveraged:** approximately \$50,000

**Other Partners:** Conservation International; NW  
Consortium for Wildlife Conservation

This partnership improved regional efforts in sustainable natural resource management by developing the institutional and resource capacity of the Harry Oppenheimer Okavango Research Center (HOORC) at the University of Botswana (UB). The HOORC is the only research institution serving the Okavango Delta, an environmentally sensitive area containing habitat and wildlife populations that transcend national borders. Partners participated in a series of faculty exchanges, conducted short-term training programs, and initiated long-term, collaborative, and interdisciplinary research projects on elephants and hippos, both key species in the region. HOORC staff expanded their technical knowledge and skills and increased their awareness of how to develop community support through alliance building with NGOs and other agencies for research directed toward conservation efforts. The HOORC also increased its ability to monitor ecological systems and identify more effective regional interventions, test new technologies and approaches, and collect and analyze data.

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**WASHINGTON STATE UNIVERSITY/UNIVERSITY OF  
BOTSWANA/BOTSWANA COLLEGE OF AGRICULTURE**

**Award Date:** 2000 (completed September 2003)

**Award Amount:** \$99,436

**Cost Share:** \$293,428

**Other Funds Leveraged:** \$130,000

**Other Partners:** Total Land Care (Malawian non-governmental organization)

Washington State University (WSU) and the University of Botswana (UB) engaged in pilot activities to 1) improve institutional capacity in the management and use of natural resources, 2) integrate technology into teaching, 3) communicate scientific results to local communities, and 4) increase community participation in natural resource management. WSU and UB faculty designed a joint degree program in environmental science, enhanced course materials for undergraduate and graduate students, and developed outreach programs to encourage improved soil conservation, agroforestry, and sustainable management of indigenous flora. Partnership activities included an e-learning internship at WSU, and Ph.D. training in biological systems engineering and plant pathology and animal science/veterinary medicine. The partners integrated UB's distance education courses with the new School of Environment and Natural Resource Sciences program at WSU, and developed a collaborative graduate course on natural resource use policies in WebCT format.

**DEMOCRATIC REPUBLIC OF THE  
CONGO**

**NORTHERN ILLINOIS UNIVERSITY/UNIVERSITÉ DE  
MBUJI MAYI**

**Award Date:** 2004

**Award Amount:** \$100,000

**Cost Share:** \$63,576

The partners are collaborating to bolster infection control and reduce iatrogenic HIV transmission (i.e., induced inadvertently by medical treatment) by addressing research needs and human capacity development at the Université de Mbuji Mayi's School of Medicine. The overall goal of the partnership is to decrease HIV infection through unsafe medical practices in two health zones (HZs) of the Eastern Kasai province that are among those with seriously inadequate health care. Specific objectives of the collaboration include 1) establishing baseline measures of attitudes, knowledge, and skills in infection control among health care professionals in four HZs; 2) providing training in infection control and quality improvement techniques and establishing a core group of trainers/facilitators in the province; 3) developing and implementing an infection control continuing education program; and 4) forming and deploying "quality improvement teams" with the aim of reducing HIV infection that comes from unsafe medical care.





## ERITREA

### RIVERSIDE COMMUNITY COLLEGE/UNIVERSITY OF ASMARA

**Award Date:** 1999 AACC, 2000 EDDI  
Sustainability (completed September 2002)  
**Award Amount:** \$47,500 (1999), \$47,500 (2000)  
**Final Cost Share:** \$222,451  
**Other Partners:** University of California, Riverside;  
Greater Riverside Chamber of Commerce;  
Loma Linda University



Riverside Community College (RCC) and the University of Asmara (UA) developed distance education courses in computer science and offered job training for workforce development by establishing links between faculty and by developing curricula. Faculty, an advisory panel, and a curriculum committee approved two database and three workforce development certificate paths. Faculty at the two institutions also developed new online courses, and updated and modified distance education curricula for 22 Computer Information Systems (CIS) courses, 11 Office Applications (OFC) courses (including paralegal and workforce development), and 26 CIS/OFC cross-listed courses. Two faculty members trained in CISCO networking, 75 students completed the CISCO Certified Network Associate (CCNA) certification process, and a CISCO/GIS lab was established to support health care and health geographics training. RCC shared nursing and criminal justice curricula with UA.

### VIRGINIA STATE UNIVERSITY/UNIVERSITY OF ASMARA/ERITREAN MINISTRY OF AGRICULTURE

**Award Date:** 1998 (completed September 2003)  
**Award Amount:** \$99,856  
**Final Cost Share:** \$134,803  
**Other Funds Leveraged:** \$10,050  
**Other Partners:** Ver-Tech Inc.  
(U.S. Company)

This partnership collaborated to domesticate the indigenous vernonia plant (*Vernonia galamensis*) as a viable industrial oil crop in Eritrea. Vernonia is drought resistant, and its seeds contain environmentally friendly oil that is widely used in industrial applications. Through collaborative research, the partners identified several varieties and then produced and distributed them to local farmers. Partners organized two field days at the Halhale research station for local farmers, students and faculty, Ministry of Agriculture officials, and representatives from international agencies. Partners also conducted workshops on 1) the principles and techniques of experimental design and field layout; 2) guidelines for conducting scientific research and publication; 3) strategies and techniques for better oral and poster presentation; 4) and the potential of soybeans for grain and vegetable use in Eritrea. More research is under way to identify agronomic practices that give optimum seed yield and to identify seed cleaning and processing systems.

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## Education for Development and Democracy Initiative (1999–2003)

The Education for Development and Democracy Initiative (EDDI) was launched following President Clinton's 1998 visit to Africa. The initiative was designed to strengthen African educational systems and promote Africa's integration into the world community of free-market democracies. Under the auspices of the National Security Council, EDDI was coordinated by an interagency committee with representatives from the Department of State, USAID, and the Peace Corps, with additional support from the Environmental Protection Agency and the Departments of Agriculture, Defense, Education, and Labor.

One component of the EDDI program supported partnerships between U.S. and African higher education institutions, enabling them to apply their shared expertise to development challenges. As part of its commitment, EDDI pledged funds in both 1999 and 2000 to support partnerships with institutions in Africa.

In 2000, existing ALO partnerships in Africa were invited to submit proposals for awards to help sustain their cooperation. The sustainability grants matched the initial awards. Several partnerships were selected for sustainability grants through this competition:

- Bronx Community College/University of Natal-Pietermaritzburg (South Africa, 2000)
- Cleveland State University/Copperbelt University of Zambia (2000)
- Edinboro University of Pennsylvania/University of the Free State (South Africa, 2002)
- Highline Community College/Polytechnic of Namibia (2000)
- Highline Community College/National Access Consortium Western Cape (South Africa, 2000)
- Langston University/Alemaya University (Ethiopia, 2002)
- Langston University/Awassa College of Agriculture (Ethiopia, 2000)
- Middle Tennessee State University/University of Durban–Westville (South Africa, 2000)
- Mississippi Consortium for International Development/Agostinho Neto University (Angola, 2000)
- Ohio University/University of Maiduguri (Nigeria, 2002)
- Oregon State University/University of Fort Hare (South Africa, 2000)
- Prince George's Community College/Vista University (South Africa, 2000)
- Riverside Community College/University of Asmara (Eritrea, 2000)
- Spelman College/Durban Institute of Technology (South Africa, 2002)

For more information on EDDI, visit its web site at <http://www.eddionline.org>.

## ETHIOPIA

### CORNELL UNIVERSITY/BAHIR DAR UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$117,618

**Cost Share:** \$87,523

**Other Partners:** Amhara Micro-Enterprise  
Agriculture Research Extension and  
Watershed Management Project; Amahara  
Regional Agricultural Research Institute

The partners aim to enhance agricultural production to provide food security programs for current and future generations in Ethiopia. The partnership is training a cadre of young professionals in integrated watershed management in Ethiopia. The focus of the partnership is on Lake Tana and its watershed, in the vicinity of Bahir Dar University. Partnership activities include the interdisciplinary training of 100 students who, once they graduate, will better manage existing natural resources.

### LANGSTON UNIVERSITY/AWASSA COLLEGE OF AGRICULTURE, DEBUB UNIVERSITY

**Award Date:** 1998, 2000 EDDI Sustainability  
(completed June 2003)

**Award Amounts:** \$100,000 (1998), \$100,000  
(2000 EDDI)

**Final Cost Share:** \$119,219

**Other Funds Leveraged:** \$6,000

**Other Partner:** Oklahoma State University

Partners enhanced the teaching, research, and extension capability of the Awassa College of Agriculture at Debub University (DU), and enhanced food security of the surrounding villages by establishing women's groups for goat production. More than 150 women received two goats each and were trained in dairy production. Two DU staff members received training in surgical procedures, and three visiting scholars from DU completed research at Langston University on aspects of goat production relevant to Ethiopian conditions. A DU faculty member received training in adult education and extension at Oklahoma

State University (OSU). This faculty member subsequently conducted a workshop on adult education and extension for DU staff, in conjunction with an OSU faculty member. Two staff members from agricultural high schools received training in goat production. Partners also purchased equipment and installed a computer lab at DU and improved computer facilities on the campus. They conducted three seminars at DU on multimedia applications and their role in classroom instruction and extension activities. Partners then used multimedia in extension presentations to villagers participating in the goat-raising program.

### LANGSTON UNIVERSITY/ALEMAYA UNIVERSITY

**Award Date:** 2002

**Award Amount:** \$100,000

**Cost Share:** \$48,105

**Other Funds Leveraged:** \$3,000

**Other Partners:** Oklahoma State University

This partnership is working to enhance the research, teaching, and extension capabilities of Alemaya University (AU) staff, with a particular emphasis on supporting a Ph.D. program in animal genetics and breeding. In addition to conducting seminars on scientific manuscript review and ruminant nutrition, a Langston University (LU) staff member and a faculty member from Fort Valley State University have trained AU faculty in statistical analysis and parasitology. Two AU scientists received six months of training in animal genetics and breeding at LU, where they conducted research trials, prepared materials for use in classroom instruction, and upgraded their laboratory skills. LU has provided AU with a large number of animal science textbooks, and two LU scientists presented a training course on multimedia presentations and the use of PowerPoint to improve teaching capability. More than 120 women have received two female goats and training in goat production. In return, the women have each repaid two young goats to an extension project for future collaborators.



### MIDDLESEX COMMUNITY COLLEGE/ADDIS ABABA COMMERCIAL COLLEGE

**Award Date:** 1998 (completed December 2000)

**Award Amount:** \$49,861

**Cost Share:** \$42,195

**Other Funds Leveraged:** \$5,000

This partnership fostered entrepreneurship training in Ethiopia by creating a small business assistance center at Addis Ababa Commercial College (AACC). Training sessions conducted by the U.S. partners in Addis Ababa gave rise to draft operations and training program manuals to help the partners develop a business plan for the center. Middlesex Community College helped equip the center with 1) training videos, CD-ROMs, and guidebooks; 2) computer diskettes; 3) small business management textbooks; 4) “how to” guides on business plan development, starting a small business, and legal issues; and 5) listings of more than 300 U.S. companies with affiliates and/or offices in Ethiopia. The partners developed a new course on entrepreneurship and incorporated it into the small business curriculum at AACC.

### OREGON STATE UNIVERSITY/WONDO GENET COLLEGE OF FORESTRY OF DEBUB UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$124,898

**Cost Share:** \$53,804

**Other Funds Leveraged:** \$10,000

**Other Partners:** Ethiopian Agricultural Research Organization's Forestry Research Center

By improving and expanding training in natural resource management in Ethiopia, the partners are preparing professionals to better manage existing natural resources and to develop sound research to address food security and natural resource issues for current and future generations. Wondo Genet College of Forestry (WGCF) established a task force for curriculum development, which has prepared a draft curriculum for a Natural Resource B.Sc.

program. The Forestry Research Center at the Ethiopian Agricultural Research Organization has established four working groups to collaborate on developing problem-solving research proposals in the different agro-ecological zones. A communication specialist from Oregon State University's College of Forestry visited Ethiopia in early 2004 to conduct a workshop in scientific writing and communication skills for WGCF and Forestry Research Center faculty and staff.

### UNIVERSITY OF ALABAMA/MEKELLE UNIVERSITY

★ **Special Initiative:** 2001

**Award Amount:** \$150,000

**Cost Share:** \$142,709

This partnership is collaborating to build capacity within Ethiopia's legal sector. The University of Alabama (UA) is assisting the recently established Mekelle University Law Faculty (MULF) to deliver degree, diploma, and continuing education programs and to provide appropriate research and service to the surrounding community. Partners addressed the lack of teaching materials at Mekelle by introducing Westlaw and LexisNexis and by making UA's resources available through a connection to the UA library. An MULF law librarian participated in a two-month internship at the UA law library. Three MULF faculty members completed a master of law program at UA, and one of them returned to UA for three months to work on class materials in his area of law. Visiting UA faculty have lectured on administrative and environmental law, constitutional law/federalism, law and anthropology, and family law. The vice minister of education and the presidents and provosts of Ethiopian universities with new faculties of law have asked UA to broaden the linkage to incorporate all faculties of law in Ethiopia.



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UNIVERSITY OF GEORGIA/UNITY UNIVERSITY  
COLLEGE

★ Special Initiative: 2001 (completed  
September 2003)

Award Amount: \$97,859

Cost Share: \$66,587



Under a Special Initiative, this partnership collaborated to develop an independent and responsible media in Ethiopia. Through consultation and meetings, partners expanded Unity's journalism and communication program by 1) developing a new curriculum to include a bachelor's degree program, 2) transferring expertise on journalism teaching techniques, 3) strengthening Unity's outreach program to include instruction for working communication professionals, and 4) creating a web product for Unity's School of Journalism and Communication to help students develop journalism skills. Textbooks were provided mainly for use in developing courses in the new curriculum. Fourteen journalists from Ethiopian Television attended a workshop that provided media management training and basic newsroom management skills. Ten working journalists from Addis attended a workshop by University of Georgia faculty on issues of news definition and selection; and 12 journalists, mostly from Ethiopian Television, participated in a workshop on visual communication.

UNIVERSITY OF ILLINOIS AT CHICAGO/ADDIS ABABA  
UNIVERSITY

Award Date: 2002

Award Amount: \$99,914

Cost Share: \$114,679

Other Funds Leveraged: \$41,742

Other Partners: Council of International Programs USA; a network of government and non profit agencies in the greater Chicago area; Ethiopian Christian Relief and Development Agency; Ethiopian North American Health Professionals Association (ENAHPA)

This partnership is working to strengthen Addis Ababa University's (AAU) undergraduate curriculum in social work and to establish the first-ever master's degree in social work in Ethiopia. In April 2004, the Faculty Senate formally approved the undergraduate curriculum in social work developed by partners. The graduate program is to be established at AAU as a new School of Social Work. Partners appointed an Advisory Committee whose members will participate in the long-term development of social work education at AAU. In conjunction with two workshops for NGO leaders hosted by the Christian Relief and Development Association, an umbrella organization of 280 NGOs in Ethiopia, partners fielded three surveys designed to assess community interest in graduate social work and to obtain input on the structure and the content of the new program. The new graduate degree program will start in September 2004.



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## GHANA

### SUFFOLK UNIVERSITY/UNIVERSITY OF CAPE COAST

**Award Date:** 2003

**Award Amount:** \$124,636

**Cost Share:** \$43,953

**Other Partners:** Municipal government of  
Sekondi-Takoradi

This collaboration is increasing the capacity of University of Cape Coast (UCC) to provide educational, training, and support services to the Sekondi-Takoradi municipal government, in order to bolster local economic and social development. Among other activities, the partners are developing training modules on managerial and administrative techniques and on techniques and methods of planning. They are also establishing an “economic intelligence unit” at UCC to serve as a clearinghouse of data for prospective investors, municipal managers, and researchers throughout Ghana.

### UNIVERSITY OF DELAWARE/INSTITUTE OF LOCAL GOVERNMENT STUDIES/ERASMUS UNIVERSITY (THE NETHERLANDS)

**Award Date:** 2000 (completed April 2003)

**Award Amount:** \$99,640

**Cost Share:** \$247,939

**Other Partners:** International Union of Local  
Authorities; National Association of Local  
Authorities in Ghana

The two university partners helped the Institute of Local Government Studies (ILGS) strengthen democratic decentralization in Ghana by using information technology to deliver 1) high-quality training, applied research, and consulting services, and 2) information and documentation services to local government officials, members of the district assemblies, and local nongovernmental organizations. ILGS increased its ability to organize and manage a web-based training and communications network, develop and use CD-ROMs for training, and

make the resources of their library readily available to local governments. The University of Delaware also helped bolster Erasmus University’s investment in Ghanaian higher education by helping develop ILGSNet, a prototype web-based interactive net system for distance learning courses and training.

### UNIVERSITY OF MARYLAND, EASTERN SHORE/UNIVERSITY OF CAPE COAST

**Award Date:** 1998 (completed August 2002)

**Award Amount:** \$100,000

**Cost Share:** \$204,421

**Other Partners:** Department of Game and Wildlife;  
Ghana Museum and Monuments Board;  
Ghana Fire Service; Ghana Tourist Board;  
Assin Apimanim Traditional Council;  
Coconut Grove; Best Western; Ghana  
Airways

This partnership promoted ecotourism and economic development in central Ghana by improving the technical and management skills of Ghanaians in the hospitality industry. The partners administered a needs assessment survey to hoteliers and organizations in the region and conducted a series of workshops for nearly 100 local entrepreneurs on hotel management issues and fire safety measures. They offered new courses on cultural education in the tourism program at the University of Cape Coast (UCC). Two UCC students studied hotel and restaurant management at the University of Maryland, Eastern Shore (UMES) and served as interns at a hotel in Ocean City, Maryland. As a result of the partnership, an Africa/African-American Studies degree program was initiated at UMES in 2001.

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#### UNIVERSITY OF NORTHERN IOWA/UNIVERSITY OF CAPE COAST

**Award Date:** 2002

**Award Amount:** \$99,892

**Cost Share:** \$52,540

**Other Partners:** Ghana Education Service; Ministry of Health; various district/unit assemblies; various primary schools in Ghana

This partnership addresses the pressing need for public health services in the rural, impoverished, and underserved areas of Ghana through a train-the-trainer program that integrates cultural competency, public health education, and field-based experiential learning. The partners are initiating a certificate course in health education at the University of Cape Coast (UCC) as a prelude to the development of the first-ever bachelor's degree program in the field in Ghana. They are also collaborating to: increase institutional capacity to train effective health educators, improve access to community health education in schools and underserved communities, and reduce health risks in underserved communities. Through a series of intensive workshops, the partnership has trained approximately 150 UCC faculty and students to conduct culturally appropriate needs assessments and data analysis to identify the training needs of students and the health needs of rural communities.

#### UNIVERSITY OF SOUTH FLORIDA/UNIVERSITY OF CAPE COAST/UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA

**Award Date:** 2000 (completed July 2003)

**Award Amount:** \$99,878

**Cost Share:** \$54,432

**Other Partners:** Ghana Education Service/Curriculum Research and Development Division; U.S. Peace Corps

Three institutions teamed to strengthen institutional capacity to support curriculum development and improve teacher training in

Ghana. The partners enhanced testing and “continuous assessment” expertise within the Ghana Education Service/Curriculum Research and Development Division (GES/CRDD) and established the University of Cape Coast and the University College of Education of Winneba as the primary institutional resources for CRDD. They also prepared a proposal to revise and improve Ghana's continuous assessment system for public schools, grades 1 through 9. The GES approved the proposal and recommended it be put into practice.

#### UNIVERSITY SYSTEM OF GEORGIA/UNIVERSITY OF CAPE COAST

**Award Date:** 2000 (completed November 2003)

**Award Amount:** \$97,500

**Cost Share:** \$26,787

**Other Partners:** University College of Education of Winneba

This partnership worked to train Ghanaian faculty in the use of instructional technology (IT) for basic education. At least 100 elementary and junior secondary schools have benefited from partnership activities. A total of 16 University of Cape Coast (UCC) faculty members were certified as IT trainers, receiving trainers' training in Windows 2000, Excel, Access, PowerPoint, Internet, e-mail, software troubleshooting, and web page design. The training took place at all seven universities within the University System of Georgia. Through a multiplier effect, these “supertrainers” have trained more than 700 fellow educators. The partners also established an undergraduate major and a postgraduate program in computer education at UCC. A recently established state-of-the-art computer center, housing more than 100 computers, has greatly bolstered UCC's teaching and training capacity in IT. One of the returned graduates has established his own IT training center in Ghana, targeting local middle school teachers.

## KENYA

### AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE/JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

**Award Date:** 2001 (completed September 2003)

**Award Amount:** \$99,489

**Final Cost Share:** \$52,932

**Other Funds Leveraged:** \$17,500

**Other Partners:** African Women in Science and Engineering (AWSE); American Association of Colleges and Universities (AAC&U); Consultative Group on International Agricultural Research (CGIAR); Egerton University (Kenya); International Women in Science and Engineering (IWSE); Kenyatta University (Kenya); Makerere University (Uganda); Maseno University (Kenya); Moi University (Kenya); Sokoine University (Tanzania); University of Nairobi (Kenya)

This partnership catalyzed a concerted response to HIV/AIDS by East African universities. Eight East African universities conducted a three-day workshop on the opportunities for campuses to reform science education to deal in an informed and responsible way with HIV/AIDS. Seven universities prepared proposals—largely centered on course changes for greater classroom engagement with HIV/AIDS issues—and submitted them to African Women in Science and Engineering for competitive review. Five of these universities won travel grants to participate in the 2002 Science Education for New Civic Engagement and Responsibilities Institute and earned startup funds for their projects. After returning from the Institute, the teams obtained support for new and modified courses on HIV-related topics and held planning and training meetings for participating lecturers to institutionalize the HIV components into university curricula. In all, six new courses were developed and 11 courses were revised to include HIV/AIDS components. In addition, Blackwell Science Publishers, Jones & Bartlett, and the American Public Health Association donated

and distributed more than 400 books on HIV/AIDS to the five African universities, along with CD-ROMs containing recent research and other HIV-related information.

### INDIANA UNIVERSITY/MOI UNIVERSITY FACULTY OF HEALTH SCIENCES

**Award Date:** 2001 (completed September 2003)

**Award Amount:** \$99,739

**Final Cost Share:** \$149,944

**Other Funds Leveraged:** more than \$1.5 million

**Other Partners:** Moi Teaching and Referral Hospital (MTRH); Mosoriot Rural Health Training Center (MRHTC)

This partnership improved medical school education, health care delivery, and research to more effectively manage HIV/AIDS in urban and rural Kenya. The partnership created AMPATH, a working model program of HIV prevention and treatment programs at Moi Teaching and Referral Hospital in Eldoret, Kenya, and at its nearby Mosoriot Rural Health Center. AMPATH, Kenya's largest treatment program, established voluntary counseling and testing sites and health promotion programs in eight rural communities; set up a reference laboratory at Moi University Teaching and Referral Hospital; and instituted teaching programs for more than 300 physicians, clinical officers, nurses, pharmacists, social workers, community health workers, and traditional birth attendants. AMPATH also launched a research program that developed sub-Saharan Africa's first ambulatory electronic medical record system to capture high-quality data to guide care and drive research.



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#### STATE UNIVERSITY OF NEW YORK AT CORTLAND/UNIVERSITY OF NAIROBI

**Award Date:** 1999 (completed February 2001)

**Award Amount:** \$100,000

**Cost Share:** \$89,634

**Other Partners:** Africa Nazarene University;  
Broome County Community College;  
Catholic University of Eastern  
Africa/Baraton; College of Environmental  
Science and Forestry; Daystar University;  
Egerton University; Empire State College;  
Eveready Batteries; Jomo Kenyatta  
University of Agriculture and Technology;  
Kenya Agricultural Research Institute;  
Kenya Association of Manufacturers; Kenya  
Management Assistance Programme;  
Kenya Medical Research Institute; Kenya  
Ministries of Education and Health; Kenya  
Polytechnic; Kenya Technical Teachers  
College; Kenyatta University; Methodist  
University at Baraton; Moi University;  
Mombasa Polytechnic; Murang'a College of  
Technology; Rift Valley Institute of Science  
and Technology; Tompkins Cortland  
Community College; United States  
International University/Africa;  
USAID/Kenya; U.S. Embassy/Nairobi

This partnership introduced the U.S. community college model into the Kenyan system of higher education to increase access to post-secondary education and to help produce a better educated workforce. The vice president of Kenya opened a two-week conference in Kenya, convened by the partners to assess the country's educational needs. The conference attracted 70 participants, including faculty and administrators from six U.S. and 11 Kenyan higher education institutions, government leaders, and representatives of local non-governmental organizations and businesses. A second conference at the State University of New York at Cortland (SUNY-Cortland) produced three broad course outlines in the areas of community health education (including HIV/AIDS), natural resources management,

and microenterprise development. Participants also discussed a request from the government of Kenya to SUNY to expand its involvement in Kenya's higher education system, and outlined strategies for introducing critical thinking and the use of distance education.

#### TUFTS UNIVERSITY SCHOOL OF MEDICINE/UNIVERSITY OF NAIROBI/KENYA METHODIST UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$125,000

**Cost Share:** \$71,071

**Other Partners:** Kenya Wildlife Service  
Training Institute

Three institutions are partnering to build an Internet-based, interactive curriculum to improve public health education at Kenyan and U.S. universities. The partnership will augment technical expertise at universities and in the public sector, strengthen environmental and veterinary curricula to address health issues and sustainable agricultural and resource management practices, and strengthen public health research and education networks, especially with regard to HIV/AIDS. In collaboration with members of the USAID-established Kenya Educational Network (KENET, comprised of 22 Kenyan universities linked via the Internet) and other African stakeholders, the partners are also strengthening capacity to use the Internet for teaching and promoting internal dialogue and cooperation between Kenyan institutions. At a 2004 workshop hosted by the University of Nairobi, 18 jointly developed, health-related courses were formalized. Many of these courses were developed by Kenyan universities and are available countrywide.

## UNIVERSITY OF PITTSBURGH/MOI UNIVERSITY

Award Date: 2003

Award Amount: \$124,081

Cost Share: \$42,437

The partnership responds to the need to streamline management and diversify institutional finance at Moi University. The linkage will strengthen the competence and skills of senior management staff for more innovative teamwork, greater diversification and transparency of financial resources, inclusion of more women in management, and development of a strategic plan for the institution. The partners have completed a comprehensive needs assessment of Moi's management and administrative systems in the departments of natural resources and environment, and plan to increase the number of Moi University management staff trainees from seven to 40, to have far greater impact. One training session will focus on a new institutional strategic plan, developed using a model created by the partners.

## LESOTHO

### BOSTON UNIVERSITY/LESOTHO COLLEGE OF EDUCATION

Award Date: 2004

Award Amount: \$100,000

Cost Share: \$101,457

Other Partners: Lesotho Ministry of Education;  
Lesotho Ministry of Health; Problem Solving  
for Better Health

This partnership will rapidly launch a program to combat HIV/AIDS in Lesotho by 1) strengthening the HIV/AIDS content in the Lesotho College of Education's (LCE) curriculum for teachers in training; 2) initiating the first integrated voluntary counseling, testing, and antiretroviral treatment program (VCTRx) in Lesotho at the LCE; and 3) ensuring the sustainability and expansion of the program to

cover all teachers and health workers by mobilizing existing funds. All teachers in training will graduate from LCE having participated in a curriculum that gives them a sound knowledge of HIV/AIDS and instructs them on 1) how to integrate this new knowledge into their own teaching in primary and secondary schools and 2) how to use this knowledge effectively in their role as community leaders. In addition, a small but sufficient clinic offering general ambulatory medical services and VCTRx will be staffed, equipped, supplied, and opened at the LCE.



## MALAWI

### INDIANA STATE UNIVERSITY/MZUZU UNIVERSITY

Award Date: 2004

Award Amount: \$99,946

Cost Share: \$66,425

Indiana State University (ISU) and Mzuzu University (MU) are collaborating to enhance MU's teacher preparation program in earth science, to address Malawi's environmental issues, and to raise the quality and relevancy of curricula and teaching materials. ISU will conduct two summer workshops for four members of MU's education faculty on the use of Geographic Information Systems (GIS), remote sensing, cartography, and science education as tools for understanding environmental issues. During the period between the workshops, the four educators will develop and complete technological and pedagogical projects. The two summer workshops at ISU and the interim projects will help the faculty members develop pedagogical strategies for creating elementary- and secondary-level teaching units on conservation and environmental concerns.



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LINCOLN UNIVERSITY OF MISSOURI/UNIVERSITY OF  
MALAWI, BUNDA COLLEGE OF AGRICULTURE

Award Date: 2000 (completed August 2003)

Award Amount: \$99,021

Final Cost Share: \$119,219

Other Partners: Land O'Lakes; Save the Children  
Fund; several Malawi government agencies

This partnership collaborated on research aimed at improving child survival by examining the effects of the increased consumption of goat milk, goat meat, and soybean flour on childhood nutrition in rural Malawi. Through a women's network, partners distributed soybean seed and seedlings, as well as local goats and purebred Saanen goats for breeding. Introducing the Saanen breed increased the local goats' milk yield and helped the local breed better ward off diseases and parasites. Participating families donated goats back to the project for distribution to other families. The income generated from these animals helped augment the earnings of the women participating in the program as well as improve the quality of life of their families, because crossbred animals were often sold for 10 times as much as local goats. In a country with infant and child mortality rates of 134/1,000 births (between birth to five years of age), there were no deaths among the 120 children who participated in the project.

TEXAS AGRICULTURAL EXPERIMENT  
STATION/UNIVERSITY OF MALAWI, BUNDA COLLEGE  
OF AGRICULTURE

Award Date: 2004

Award Amount: \$100,000

Cost Share: \$79,742

Other Partners: Land O'Lakes, Inc., Malawi

In response to the need for improved animal health services in Malawi, Texas Agricultural Experiment Station (TAES) and Bunda College at the University of Malawi are developing an animal health training and research program at Bunda. The partnership

will establish a basic bacteriology laboratory within the animal science department; develop a master of science program in animal health with emphases in bacteriology and epidemiology; and conduct a research project to determine mastitis prevalence, seasonal variations, and specific etiologies in dairy animals. The partnership also will develop and disseminate animal health information and promote institutional linkages between Bunda and TAES, the Central Veterinary Laboratory, the Centre for Ticks and Tick-Borne Diseases, the Department of Animal Health and Livestock Development, Land O'Lakes, and farmer associations.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE  
UNIVERSITY/MALAWI INSTITUTE OF  
EDUCATION/DOMASI COLLEGE OF EDUCATION

Award Date: 2000 (completed September 2002)

Award Amount: \$99,265

Cost Share: \$36,876

This collaboration conducted educational research to inform program and policy development in Malawi's public education system. The partners formed a steering committee that included representatives of various stakeholder groups in Malawi to guide the process. The U.S. partners conducted a needs assessment to determine the knowledge and skill levels of Malawian faculty in research methodologies and information technology and the availability of computer resources. The steering committee selected 24 individuals to receive intensive instruction in educational research. With guidance from an instructor, the students developed research proposals and conducted research projects on basic education issues in Malawi. The steering committee also adopted a policy paper outlining strategies for ongoing activities and instruction to sustain partnership goals once the partners completed activities under the initial grant. The policy paper provided several options for government officials, policy makers, and

administrators, depending on their long-term objectives and the availability of fiscal and human resources.

**VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY/MALAWI INSTITUTE OF EDUCATION/DOMASI COLLEGE OF EDUCATION**

**Award Date:** 1999 (completed August 2002)

**Award Amount:** \$97,244

**Cost Share:** \$96,220

**Other Funds Leveraged:** \$3,298,370

**Other Partners:** Bvumbwe Primary School; Mvera Primary School; Mzuzu University; Zolozolo Primary School

This partnership developed site-based support networks for problem solving and professional development for teachers in three pilot primary schools in three regions of Malawi. An educator from the Malawi Institute of Education and three faculty members from Virginia Polytechnic Institute and State University (VT) selected and visited the three schools. Based on more than 400 hours of classroom observation, meetings with community members, and seminars with teachers—including the head teachers of the schools—the team developed portraits of teaching and learning in primary classrooms for each region. Each school identified instructional problems, then developed and implemented strategies to improve teaching and learning. Each school also developed and carried out a plan for extending the professional development activities to a number of other schools in their regions. As a direct result of the ALO award, VT won a University Partners for Institutional Capacity in Education grant to develop a primary teacher education specialization at Domasi College of Education and to develop Mzuzu University's instructional technology program.

## MALI

**MICHIGAN STATE UNIVERSITY/UNIVERSITY OF MALI, INSTITUT POLYTECHNIQUE RURAL ET DE RECHERCHE APPLIQUÉE**

**Award Date:** 2003

**Award Amount:** \$124,994

**Cost Share:** \$76,647

**Other Partners:** World Vision; Schaffer & Associates; Université de Bamako; Direction Nationale de l'Enseignement Supérieur et de la Recherche Scientifique; Agence Nationale Pour l'Emploi; Comité de Coordination des Actions des ONG nationaux; Secrétariat Exécutif de Concertation des ONG nationaux; Œuvre Malienne d'Aide à l'Enfance au Sahel; Direction Nationale de l'Appui au Monde Rural; Direction Générale de la Réglementation et du Contrôle; Direction Nationale de l'Aménagement et de l'Équipement Rural; Direction Nationale de la Conservation de la Nature; Direction Nationale de l'Assainissement et du Contrôle des Nuisances; Assemblée Permanente des Chambres d'Agriculture du Mali; Association des Organisations Professionnelles Paysannes; Banque Nationale du Développement Agricole; Coordination des systèmes financiers decentralizes; Plan International; Office du Niger; Institut d'Economie Rurale; Centre National d'Etudes pour la Promotion des Investissements; Agence pour le Développement Social; Banque Malienne de Solidarité; Programme Décennal pour l'Education; Agence pour la Promotion de l'Emploi des Jeunes; Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage; Représentant des Etudiants concernés par la Formation



Michigan State University (MSU) and the Institute Polytechnique Rural et de Recherche Appliquée (IPR/IFRA) at the University of Mali are strengthening IPR/IFRA's post-high-school, two-year program in agricultural technology (BAC+2). Partners are working to



enhance curriculum, strengthen the management skills of the IPR/IFRA staff, and establish an agenda of, and generate support for, applied research to support the BAC+2 program. Partners have conducted a stakeholder workshop to review and discuss the BAC+2 program and prepared a report outlining the resulting recommendations. They have created a BAC+2 Advisory Board to provide ongoing feedback on the partnership and have developed a BAC+2 marketing plan to build awareness and raise enrollments in the program. Two IPR/IFRA faculty members spent a month at MSU to study MSU's two-year agriculture technology program and draw upon elements that can be adapted for the BAC+2 program. To generate support for the program and internship opportunities for students, the collaboration is creating linkages between the IPR/IFRA, nongovernmental organizations, and the private sector.

#### MONTANA STATE UNIVERSITY/L'INSTITUT D'ECONOMIE RURALE

★ **Special Initiative:** 2004

**Award Amount:** \$399,984

**Cost Share:** \$288,531

**Other Partners:** L'Institut Polytechnique Rural de Formation et de Recherche Appliquee; St. Thomas University; Chief Dull Knife College; the University of California, Davis; Tech Ranch; John O'Donnell Technology Park, Bozeman, a national incubator company affiliated with Montana State University; the Centers for Disease Control, Atlanta; Micro Labs, Bozeman; Peace Corps; World Vision, Mali

This Special Initiative Partnership will address the need to build an integrated agricultural field research, extension, and graduate education program in Mali. The partnership will develop a stronger collaboration between teaching and research through a "technology incubator center," joint research projects, and shared teaching and dissemina-

tion programs. Up to seven long-term training scholarships will be provided for Malian graduate students, who will become part of the teaching/mentoring faculty at Malian partner institutions. Scholarship recipients, including at least one woman, will address major issues in agricultural development in Mali. During the first year of the partnership, they will begin coursework in Mali as part of "sandwich" M.S. and Ph.D. programs, with additional training conducted in the United States. In the final year of the award, the Mali scholarship recipients will return to their home country to set up "an incubator center," laboratories, or teaching programs according to plans developed with their mentor teams.

## MOZAMBIQUE

### WEST VIRGINIA UNIVERSITY/CATHOLIC UNIVERSITY OF MOZAMBIQUE

**Award Date:** 2001 (completed September 2003)

**Award Amount:** \$99,774

**Cost Share:** \$65,920

**Other Funds Leveraged:** \$206,149

This partnership enhanced health education and health care at the Catholic University of Mozambique (UCM) to benefit the rural populations of central Mozambique. Partners developed a monthlong rural public health course for first-year UCM medical students. After completing the course, the students visited families in nearby communities as part of their service to public health. In collaboration with the Sofala Province Health Directorate, the partnership co-sponsored a community health project focusing on maternal and child health, nutrition, and HIV/AIDS education and prevention. Also, partners conducted workshops on computer networking and web design and maintenance at UCM, and selected 16 rural health clinics to host computer labs with Internet capability for communication with the UCM Medical School

and for distance education. UCM faculty visited West Virginia University and learned about the West Virginia Rural Health System (WVRHS). As a result of the partnership, U.S. Pharmacopeia decided to establish a regional library for drug information at the UCM School of Medicine's library, and Hewlett Packard donated 15 new computers to the UCM Medical School.

## NAMIBIA

### COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT/POLYTECHNIC OF NAMIBIA

**Award Date:** 2004

**Award Amount:** \$100,000

**Cost Share:** \$40,514

**Other Partners:** Hinds Community College

This partnership will develop and implement a modularized entrepreneurship certificate program designed to enhance the entrepreneurial skills of Namibian small- and medium-size business owners. Community Colleges for International Development (CCID) and the Polytechnic of Namibia (PON) are creating a program to enable the PON to train its business and information technology students in entrepreneurial theory and practice. PON Business and Information Technology (IT) faculty will visit Hinds Community College and other CCID member institutions, develop entrepreneurship modules, and adapt U.S. approaches to entrepreneurship education to the Namibian context. U.S. faculty with expertise in curriculum development and entrepreneurship will assist with curriculum design, classroom delivery modes, and assessment tools. Among the anticipated long-term goals are strengthened PON entrepreneurship programming, an increase in the number of PON graduates successfully running their own businesses, and deeper ties between the PON and the business community.

### HIGHLINE COMMUNITY COLLEGE/POLYTECHNIC OF NAMIBIA

**Award Date:** 1999 (completed September 2003)

**Award Amount:** \$99,900

**Cost Share:** \$204,255

**Other Funds Leveraged:** \$55,924

**Other Partners:** Eastern Iowa Community College District

This collaboration enhanced the administrative and programmatic capabilities of the Polytechnic of Namibia (PON) by establishing a Center for Extended Learning (CEL) and a Center for Teaching and Learning (CTL). The CEL has conducted a full range of workforce development training classes for government agencies, businesses, and nongovernmental organizations—including seminars on financial planning, laws governing business start-up, and computer training. The CTL was established to train PON faculty to move from traditional hierarchical teaching methods to interactive approaches that enhance student learning, retention, and critical thinking skills. The CTL has piloted a new faculty mentoring initiative to introduce new instructors to the PON, to train faculty from industry in pedagogy and classroom management, and to offer ongoing support as they begin teaching.

### PACIFIC LUTHERAN UNIVERSITY/UNIVERSITY OF NAMIBIA

**Award Date:** 2002

**Award Amount:** \$100,000

**Cost Share:** \$121,019

**Other Funds Leveraged:** \$5,800

**Other Partners:** National Institute of Educational Development; Namibia Association of Norway; Hedmark University College

The partnership between Pacific Lutheran University and the University of Namibia is working with 75 Ovahimba teachers in the Ondao Primary School to strengthen knowledge of literacy and primary education,

## ALO Partnerships Respond to the HIV/AIDS Crisis

With an estimated 40 million people worldwide infected with HIV/AIDS, and 14,000 more added each day, the pandemic is draining national resources and undermining many development achievements of the past 50 years in countries throughout the world. With more than 95 percent of the HIV-infected population found in developing countries, addressing the HIV/AIDS pandemic represents a global, transnational challenge that requires the application of collective knowledge and leadership.

Higher education institutions and partnerships must play a critical role in responding to the human capacity shortages related to HIV/AIDS in developing countries. Even as escalating health care costs and lower national productivity are threatening government investment in education, the absenteeism, sickness, and death associated with HIV/AIDS are threatening to erode the human resources base of educational systems and higher education institutions.

ALO has awarded a variety of partnerships that focus on issues related directly to HIV/AIDS, including:

- American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology (Kenya, 2001), page 15
- Boston University/Lesotho College of Education (Lesotho, 2004), page 17
- Howard University/University of the Western Cape (South Africa, 2003), page 32
- Indiana University/Moi University (Kenya, 2001), page 15
- Johns Hopkins University/Universidad Peruana Cayetano Heredia (Peru, 2001), page 107
- Maricopa Community College District/Universidad Veracruzana (Mexico, 2000), page 90
- Northern Illinois University/Université de Mbuji Mayi (Democratic Republic of the Congo, 2004), page 7
- Tufts University School of Medicine/University of Nairobi (Kenya, 2003), page 16
- University of California, San Diego/Universidad Autonoma de Baja California (Mexico, 2001), page 98
- West Virginia University/Catholic University of Mozambique (Mozambique, 2001), page 20

Cognizant of the effect that HIV/AIDS has on higher education institutions in developing countries and, in turn, on educating and training the next generation of leaders, a growing number of partnerships also have responded to the crisis by integrating components of HIV/AIDS education into their work, enhancing the original focus of their projects.



teaching skills, and credentials. The partners have held four one-week training workshops for Ondao teachers. As a result of the workshops, classrooms have been significantly upgraded, participants have shown professional growth and confidence, and several teachers are planning to work on the Basic Education Teacher Degree certification.

#### PENNSYLVANIA STATE UNIVERSITY/UNIVERSITY OF NAMIBIA

**Award Date:** 2003

**Award Amount:** \$124,988

**Cost Share:** \$37,930

**Other Funds Leveraged:** \$10,000

**Other Partners:** United Nations Food and Agriculture Organization

The Pennsylvania State University and the University of Namibia (UNAM) have partnered to establish a food cooperative in the Northern Region of Namibia that will process nutritious foods using local crops grown by the cooperative members. Partners have established and registered the cooperative with 25 initial members. UNAM has conducted five training sessions for the community at Omahenene on issues related to cooperative organization, product development, costing, and record keeping. Partners are also conducting training programs to enhance educational and entrepreneurial opportunities for rural women and to help them become environmentally aware farmers, processors of nutritious, value-added food products made from locally grown raw crops, and marketers and distributors of those products to individual and institutional customers.

#### WORCESTER POLYTECHNIC INSTITUTE/POLYTECHNIC OF NAMIBIA

**Award Date:** 2003

**Award Amount:** \$124,957

**Cost Share:** \$62,657

**Other Partners:** Worcester Consortium; Desert Research Foundation; Okahandja Council; Windhoek Municipality; Renewable Energy Efficiency Bureau of Namibia

The partnership between Worcester Polytechnic Institute (WPI) and the Polytechnic of Namibia (PON) will improve the administrative, managerial, and operational capabilities of higher education in Namibia. PON staff have received extensive training in grant writing, leading to a significant increase in the number of proposals developed for funding. Also, PON management has been exposed to the strategic planning processes at WPI, leading to the successful development of PON's second five-year strategic plan, which includes outreach to government, business and industry, and nongovernmental organizations. The partners are working closely to integrate student pilot projects into the curricula at PON, and to develop new courses to enhance the quality of course offerings, with a particular emphasis on engineering.



#### NIGERIA

##### OHIO UNIVERSITY/UNIVERSITY OF MAIDUGURI

**Award Date:** 2002

**Award Amount:** \$99,531

**Cost Share:** \$102,531

**Other Funds Leveraged:** \$2,000

**Other Partners:** North East Arid Zone Development Programme; West Virginia State College; Rural Action; McArthur Foundation

The partners are collaborating to bolster institutional research and training capacity in northeast Nigeria, with an emphasis on the

role of girls in Islamic society. This collaboration exposes faculty, staff, and students of both universities to new and development-oriented research methods, with the goal of enabling them to approach development issues with greater flexibility and comprehensiveness. One University of Maiduguri (UM) faculty member is currently a visiting professor at Ohio University (OU), and two UM graduate students are enrolled in OU's M.A. program in International Studies. The partners are expanding their efforts to build a consortium of universities in Nigeria's Islamic northeast that are focused on research training.

#### UNIVERSITY OF DELAWARE/OBAFEMI AWOLOWO UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$124,799

**Cost Share:** \$32,119

**Other Partners:** Justice, Development and Peace



The University of Delaware and Obafemi Awolowo University (OAU) are working 1) to increase food security and reduce poverty through the establishment of smallholder family poultry farms, mainly among poor, rural women, and 2) to resuscitate rotating micro-credit loans to stimulate self-employment opportunities. Partners plan to increase consumption of protein and micro-nutrients such as zinc in the local diet. The partners have collected demographic data on the condition of local villages, including a health survey conducted by accredited nurses from a local hospital. They have held discussion groups at OAU which resulted in collection of up-to-date information on food security and infant and maternal nutrition.

#### UNIVERSITY OF IOWA/NIGERIAN NATIONAL UNIVERSITIES COMMISSION

**Award Date:** 2000 (completed February 2004)

**Award Amount:** \$99,580

**Cost Share:** \$130,788

**Other Funds Leveraged:** \$374,000

**Other Partners:** Kirkwood Community College; Iowa State University; Microsoft; Red Hat; LearnKey; EZ-Ref Customized Courseware; 3-Com Corporation

The partners collaborated to bolster the ability of technicians and computer support personnel to develop, maintain, and promote the use of computers and networks at their universities. They trained 345 Nigerian nationals (including 68 women) in computer support, network design, database design, web site development, and general ICT implementation skills, through annual 10-12 week computer-based courses, and one-week, in-country, hands-on intensive training classes and workshops. The partnership received numerous donations from the private sector, including more than 650 Pentium-class computers, computer-based training packages for network designers and administrators, wireless equipment, a complete computer training courseware library, and various operating systems and software. An unanticipated "south-south" collaboration developed when the University of Jos (UJ) sent technicians to Obafemi Awolowo University (OAU) to learn about wireless networking while OAU sent their technicians to UJ to learn about fiber optic networks. By working together and drawing on each other's expertise, the institutions expanded the capacity of their respective computer networks. OAU has recently signed a contract to manufacture computers for UJ.

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## RWANDA

MICHIGAN STATE UNIVERSITY/TEXAS A&M  
UNIVERSITY/NATIONAL UNIVERSITY OF RWANDA

★ Special Initiative: 2000

Award Amount: \$3,879,183

Cost Share: \$1,155,244

Other Partners: Kigali Institute of Technology;  
Rwanda Agricultural Research Institute

The large-scale Special Initiative, “Partnership for Enhancing Agriculture in Rwanda through Linkages” (PEARL), a USAID/Rwanda-funded collaborative effort, is helping rebuild and bolster the applied research, teaching, and outreach capacity of agricultural institutions in Rwanda. Thirteen Rwandan faculty and researchers from partner institutions have completed their M.S. programs in the United States and have returned to Rwanda. Primarily through its Outreach Center, PEARL has trained more than 2,500 Rwandan women and more than 3,800 Rwandan men in areas including coffee, cassava flour, and chili pepper production and marketing, financial management, business management, business plan writing, and information technology. PEARL has also provided expertise in geranium oil, avocado oil, eucalyptus oil, and cassava starch production and export. In cooperation with the Maraba Coffee Producer Association, PEARL has sold 18 tons of coffee beans to Community Coffee of Louisiana and 19 tons to Union Roasters in London at a fair trade price, with an additional 15 tons to be sold to the local market. Maraba specialty coffee has become a model for the Rwandan coffee industry and is being replicated countrywide. A new agriculture curriculum developed by the partnership was implemented at the National University of Rwanda in 2003.

PRINCE GEORGE’S COMMUNITY  
COLLEGE/NATIONAL UNIVERSITY OF RWANDA

Award Date: 2003

Award Amount: \$125,000

Cost Share: \$75,424

Other Partners: Multimedia Educational  
Resources for Learning and Online  
Teaching; Rwanda Ministry of Education;  
University of Maryland

The partners are working together to dramatically increase computer literacy in Rwanda by training secondary school teachers through a training of trainers program. Using instructional CDs created by University of Maryland (UM) students, the partners are providing direct, hands-on training in Windows and Microsoft Office at the National University of Rwanda (NUR) for 72 teacher-trainers from secondary schools throughout Rwanda over a two-year period (one from each of three different schools per year in each of the country’s 12 provinces). The teacher-trainers are, in turn, providing computer training for approximately 20 teachers at each of the 72 schools. Through a multiplier effect, this training of approximately 1,440 teachers will ultimately reach thousands of students. As the student-developed CD has proven to be very popular and practical, the partners have distributed copies of it not only to additional schools in Rwanda, but also to interested parties in South Africa, Botswana, Tanzania, and Zambia.

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## SENEGAL

UNIVERSITY OF MASSACHUSETTS

BOSTON/UNIVERSITÉ GASTON BERGER DE SAINT LOUIS

**Award Date:** 1999 (completed January 2003)

**Award Amount:** \$98,754

**Cost Share:** \$45,973

**Other Partners:** Sonatel; Lille-Saint Louis (French sister-city partnership); Regional Council of Saint Louis Department of Land Management; Women's Health Center in Saint Louis; Senegal Foreign Ministry; African Virtual University; National Summit on Africa; Community Teamwork, Inc.; WorldSpace

This partnership built institutional teaching, research, and outreach capacity in political science, business law, and economics. The University of Massachusetts Boston (UMB) secured private funding to build and staff a modest telecenter, which employs two women from the village full time. In 2002, UMB and WorldSpace representatives visited the Université Gaston Berger de Saint Louis (UGB) and the adjacent village of Djougou to conduct workshops on the Internet, distance learning, satellite radio, and the development of a community resource center. In a concerted effort to engage in community development, UGB is now fully involved in economic development initiatives with Djougou. The Community Resource Center of Djougou was officially inaugurated in January 2003, in the presence of numerous government dignitaries and all the villagers. The Center, complete with cybercafé, classroom, and kitchen facilities, is engaged in various income-generating activities, including tie-dyeing, poultry farming, and sewing, with a particular focus on the training of women.

UNIVERSITY OF NORTH FLORIDA/CENTRE

UNIVERSITAIRE RÉGIONAL DE BAMBEY

**Award Date:** 2000 (completed June 2003)

**Award Amount:** \$99,998

**Cost Share:** \$49,381

**Other Funds Leveraged:** \$20,000

**Other Partners:** Florida Community College at Jacksonville; Florida A&M University; Ministry of Health; Ministry of Education; Duval County Health Department

The partners collaborated to develop a new two-year degree program in community health in Senegal based on the U.S. community college model. The new program adapts proven approaches for community health education to improve the health delivery system in the interior of Senegal. In 2001 and 2002, five faculty members from the Centre Universitaire Régional (CUR) de Bambey traveled to Florida for training in community health-related areas, program development and evaluation, curriculum writing, food science and nutrition, prenatal care, and medical communications. The University of North Florida and CUR developed a community health curriculum, which will be part of the planned expansion of community colleges in Senegal that the partners have initiated and fostered. In 2001, the partners received financial support from the Minister of Higher Education and the U.S. ambassador to Senegal. The Senegalese government had earlier committed approximately \$2 million for CUR construction projects and operations.

## SOUTH AFRICA

### BRONX COMMUNITY COLLEGE/UNIVERSITY OF NATAL, PIETERMARITZBURG

**Award Date:** 1999 AACCC, EDDI 2000 (completed September 2002)

**Award Amount:** \$49,990 (1999), \$45,599 (EDDI 2000)

**Cost Share:** \$70,340

**Other Funds Leveraged:** \$270,000

**Other Partners:** iNdlovu Partners for Lifelong Learning; National Center for Educational Alliances

The partners collaborated to upgrade the skills of underemployed and unemployed workers and young adults in the Midlands area of South Africa. The two lead institutions and more than 30 education and training institutions created the iNdlovu Partnership for Lifelong Learning (iPLLL), which grew to include 54 partners. Assisted by U.S. partners, iNdlovu 1) developed an operational structure, 2) completed critical surveys and research to identify gaps and areas where specific curricula were required, and 3) convened a series of curriculum workshops to ensure that partners were able to communicate effectively about education and training areas. Partners developed three new curricula: home-based care within the context of HIV/AIDS, entrepreneurship, and project skills management for contract labor. The partners also developed a database of available training resources and potential work sites for internships, apprenticeships, and employment. The Joint Education Trust donated \$20,000 to the partnership to develop a certificate program in rural community development, and the iPLLL received an additional \$250,000 from the Netherlands for operations expenses and for the development of curricula related to HIV/AIDS.

### BRONX COMMUNITY COLLEGE/UMGUNGUNDLOVU FURTHER EDUCATION & TRAINING COLLEGE

**Award Date:** 2003

**Award Amount:** \$125,000

**Cost Share:** \$87,821

**Other Partners:** National Business Initiative's College Collaboration Fund; Pietermaritzburg Chamber of Commerce; University of KwaZulu-Natal; KwaZulu-Natal Provincial Department of Education; Unilever (a local employer)

This partnership is upgrading the level of instruction in Umgungundlovu Further Education and Training Institute's (UFETI) engineering programs to make students more employable and to increase their options for continuing education at a tertiary level institution. In collaboration with the National Business Initiative's College Collaboration Fund, the partners developed a curriculum for a pilot institutional capacity-building workshop at UFETI. The engineering division faculty and administrators participating in the workshop learned how to strengthen relationships with employers and develop accredited internships. The workshop also enhanced the engineering division's curriculum on integrated skills instruction and resulted in the development of a strategic plan for UFETI to improve student preparation for the workforce. The curriculum was adapted for a February 2004 workshop that included all further education and training colleges, technician, and universities in the KwaZulu-Natal region. As a result of this workshop, more institutions are now thinking about how best to prepare students for lifelong employability.





EDINBORO UNIVERSITY OF  
PENNSYLVANIA/UNIVERSITY OF THE FREE STATE

Award Date: 2002

Award Amount: \$100,000

Cost Share: \$96,008

Other Funds Leveraged: \$95,800

Other Partners: Mangaung University of the Free State Community Partnership Programme (MUCPP); the Cooperative Organization for the Upgrading of Numeracy Training (COUNT); Free State Education Department; Education Department of the Northern Cape; Education Department of KwaZulu-Natal



This partnership is working to establish a professional development program for teachers in South Africa by creating a trained cadre of teachers from the Free State, the Northern Cape, the Northern Province, and KwaZulu-Natal, qualified to train other teachers in EQUALS, a program developed at the University of California, Berkeley to address the underrepresentation of females and minorities in mathematics and science. Partners developed an EQUALS South Africa curriculum to increase student participation and achievement mathematics, and two EQUALS instructors visited classrooms to collect baseline data to help document changes in teacher content knowledge and pedagogy as a result of participation in the program. Participants in two EQUALS Mathematics Institutes, conducted in fall 2003, have begun to integrate EQUALS activities into their classrooms and curricula and to conduct research on the impact of the EQUALS program on student achievement. The program has been registered with the South African Qualifications Authority as a credit-bearing short course, for which participants receive credit toward the Advanced Certificate in Education.

EDINBORO UNIVERSITY OF  
PENNSYLVANIA/UNIVERSITY OF THE FREE STATE

Award Date: 1999 (completed September 2003)

Award Amount: \$100,000

Final Cost Share: \$90,771

Other Funds Leveraged: \$17,432

Other Partners: Mangaung University of the Free State Community Partnership Programme; Free State Education Department; Mathematics Material Development Project

This partnership trained facilitators in two programs designed to educate parents, students, and teachers about the value of science and mathematics and to encourage students to pursue careers in these fields. The partnership established the Regional Center for Mathematics and Science Education at the University of the Free State (UF), which subsequently trained 560 family math (FM) and family science (FS) facilitators. Activities from FM and FS books were translated into four official South African languages (Afrikaans, isiXhosa, Sesotho, and Setswana). Partners established community-based FM and FS programs in the Greater Bloemfontein area primary schools, where the trained facilitators used the translated materials at workshops for parents and children. Due to high demand, the project extended its geographic reach and trained facilitators from KwaZulu-Natal and the Eastern Free State. The South African Qualifications Authority accredited the FM and FS courses, and the Department of Education approved a teacher-training module of 64 credits of which 16 credits will be in FM and FS and will count toward teacher qualification.

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#### FLORIDA A&M UNIVERSITY/UNIVERSITY OF ZULULAND

**Award Date:** 2003

**Award Amount:** \$125,000

**Cost Share:** \$31,287

**Other Partners:** Florida League of Cities;  
KwaZulu-Natal Dept. of Local Government;  
Uthungulu Community Foundation; House  
of Traditional Leaders

This partnership will enhance public administration and management capabilities at the University of Zululand (UZ) and in KwaZulu-Natal province. The goal is make local governments more efficient and effective so they will be more responsive to citizens' needs. The partners are working to improve the curriculum and enhance the research and consulting capacity of the political science and public administration department at UZ. The partners developed and received approval for three new undergraduate public management courses, launched a Ph.D. program in public management, and established the Institute of Local Government and Traditional Leadership at UZ. In 2003, in preparation for the national elections in April 2004, UZ hosted two large workshops for local and provincial government officials, traditional leaders, local nongovernmental organization representatives, representatives of the business community, and UZ students to discuss the role of traditional leaders versus elected/appointed government officials.

#### FLORIDA STATE UNIVERSITY/POTCHEFSTROOM UNIVERSITY

**Award Date:** 2000 (completed February 2003)

**Award Amount:** \$99,990

**Final Cost Share:** \$125,006

**Other Funds Leveraged:** \$52,656

**Other Partners:** STAR Schools of South Africa;  
Department of Education of the North West  
Province; Ikateleng

This partnership worked to raise the percentage of South African students from disadvantaged areas who qualify for entrance into universities by designing instructional technology to improve student skills in identified areas of weakness. Focusing on mathematics, the partners recruited the national moderator of the 2001 mathematics Grade 12 examination to design diagnostic tests and study materials. Materials were distributed for field-testing to 800 students enrolled in the STAR Schools program in Johannesburg and to 1,200 students enrolled in the Ikateleng Programs at Potchefstroom at the Vaal Triangle. The students used the materials to prepare for the November 2001 matriculation exam and provided feedback to the partnership. Partners incorporated the feedback into study materials and distributed 1,200 copies of revised materials in preparation for the November 2002 exam. After this, partners revised, redesigned, and distributed 800 copies of the final study materials based upon student feedback. The average pass rate for students on the Ikateleng project in 2000 was 73.78 percent. After the introduction of the study materials in 2001, the pass rate increased to 78.32 percent; in 2002, the pass rate was 81.37 percent.

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#### HIGHLINE COMMUNITY COLLEGE/FALSE BAY COLLEGE

**Award Date:** 2003

**Award Amount:** \$125,000

**Cost Share:** \$48,850

**Other Partners:** Disabled Persons of South Africa (DPSA); Students' Health and Welfare Centres Organization (SHAWCO); Western Cape Education Department; Altitude Workforce Solutions

The partners are developing a model to provide workforce training and job placement for the disabled. By building the capacity of False Bay College (FBC) to work with businesses, nongovernmental organizations, and the South African government agencies responsible for workforce development, the partnership is demonstrating that people with disabilities can be integrated into the workplace through a supported employment model. FBC administrators and a representative from the organization, Disabled Persons of South Africa, visited Highline Community College (HCC) to learn how the model works. Two HCC specialists on supported employment conducted a workshop for FBC instructors and staff on HCC's supported employment model and helped develop an orientation program for future participants. The partners have identified potential employers and are finishing work on a curriculum that will address the full spectrum of student needs and employer demands. The National Department of Education has recognized FBC's commitment to providing workforce training for the disabled by selecting FBC to be the pilot Further Education Training Institution for inclusive education.

#### HIGHLINE COMMUNITY COLLEGE/NATIONAL ACCESS CONSORTIUM WESTERN CAPE

**Award Date:** 1998, 2000 EDDI Sustainability (completed December 2003)

**Award Amount:** \$49,999 (1998), \$49,999 (2000)

**Final Cost Share:** \$124,647 (1998), \$40,959 (2000)

**Other Funds Leveraged:** \$124,647

**Other Partners:** Eastern Iowa Community College District; Cape Technikon; South Peninsula College; Shoreline Community College; Community Colleges of Spokane

Thanks to this collaboration, the National Access Consortium Western Cape (NACWC) can better deliver workforce development training to its members, business and industry, and nongovernmental organizations. During visits to the United States, South African partners observed train-the-trainer programs, studied the process of establishing a workforce development program, and gave presentations about higher education in South Africa to faculty, staff, and students at Highline Community College and the Eastern Iowa Community College District. The partners also designed a model for a Centre for Extended Learning that will enable the further education and training and higher education sectors in the Western Cape to work together to deliver relevant workplace job training and higher education curricula to meet workforce demands of public and private industry. NACWC has continued to develop the model with Ford Foundation funds.

### HIGHLINE COMMUNITY COLLEGE/CAPE TECHNIKON

**Award Date:** 2002

**Award Amount:** \$100,000

**Cost Share:** \$94,860

**Other Partners:** Peninsula Technikon; Polytechnic of Namibia

Highline Community College (HCC) and Cape Technikon (CT) have developed and launched a pilot entrepreneurship course focused on science, engineering, and technology courses at CT. This course and its modules, which are self-paced, are available to CT students from targeted academic areas. The partners have recently incorporated E-Ikamva, an entrepreneurship initiative at CT that works with community members to develop their entrepreneurship skills into partnership activities as they begin micro-enterprises focused on wood work, creating glassware out of recycled bottles, or clothing manufacture and fabric art. Forty-three entrepreneurs are training through E-Ikamva. HCC capstone students in marketing and production design are designing a marketing program that would place E-Ikamva merchandise in Seattle area shops.

### HOWARD UNIVERSITY/UNIVERSITY OF THE TRANSKEI

**Award Date:** 1998 (completed June 2001)

**Award Amount:** \$99,923

**Final Cost Share:** \$146,931

**Other Funds Leveraged:** \$50,000

**Other Partners:** South African Ministry of Education

This partnership developed an emergency medicine teaching program at the University of Transkei (UNITRA) using a combination of telemedicine and the Internet. The partners designed and produced the Emergency Medicine Internet Teaching Tool (EMITT), an Internet-based education program to teach emergency medicine practice and principles to physicians and nurses in South African health care facilities. The partners quadrupled

UNITRA's Internet bandwidth, and UNITRA established its own Telemedicine and Computer Center to link remote Eastern Cape clinics, hospitals, and other campuses to health care provider education, research, and consultation. Lectures videotaped at Howard University's Emergency Medicine Department can be uploaded to the EMITT web site and viewed by medical officers, students at UNITRA, and community physicians—enabling them to manage health care in rural areas without requiring patients or practitioners to travel to major facilities.

### HOWARD UNIVERSITY/UNIVERSITY OF THE WESTERN CAPE/UNIVERSITY OF NAIROBI

**Award Date:** 2003 (completed September 2001)

**Award Amount:** \$125,000

**Final Cost Share:** \$120,823

**Other Funds Leveraged:** \$80,000

**Other Partners:** Africa-America Institute (AAI); the Council of Graduate Schools; Educational Testing Service (ETS); Oregon State University

To respond to the need for more cost-effective graduate education in Africa, Howard University, the University of the Western Cape, and the University of Nairobi promoted joint graduate degree programs at U.S. and African higher education institutions in development-related disciplines. A symposium at the University of the Western Cape in February 2000 drew 100 academic leaders from the United States and 23 African countries. The partnership's steering committee awarded 10 mini-grants to foster academic partnerships between U.S. and African institutions leading to the development of joint, postgraduate degrees in such disciplines as quality engineering, agricultural education, environmental sciences, women's studies, and communication disorders. Participating U.S. and African universities initiated 30 additional collaborations and planned to develop distance learning and nondegree programs.



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#### HOWARD UNIVERSITY/UNIVERSITY OF THE WESTERN CAPE

**Award Date:** 2003

**Award Amount:** \$125,000

**Cost Share:** \$31,250

The partners are collaborating to develop and implement a comprehensive university HIV/AIDS policy to improve the University of Western Cape's (UWC) capacity to manage the HIV/AIDS epidemic within the campus environment. The partners seek to 1) assess the areas of need for HIV/AIDS services and support at UWC, 2) reduce the incidence of HIV/AIDS among UWC staff, students, and their families, and 3) enhance coping skills and treatment for those living with HIV/AIDS. The partners are also working to reduce the stigma, and its consequences, associated with HIV/AIDS and to explore the link between HIV/AIDS and the abuse of alcohol, tobacco, and other drugs on both the UWC and Howard University (HU) campuses. The partners will develop faculty and staff exchanges, develop joint research projects for faculty and students at both institutions on HIV/AIDS higher education policy, and conduct HIV/AIDS-related workshops, conferences, and seminars. Partners will then pilot a model HIV/AIDS program at both UWC and HU and disseminate the model to other historically disadvantaged institutions in South Africa and historically black colleges and universities in the United States.

#### MICHIGAN STATE UNIVERSITY/EASTERN SEABOARD ASSOCIATION OF TERTIARY INSTITUTIONS

**Award Date:** 2000 (completed September 2003)

**Award Amount:** \$100,000

**Cost Share:** \$144,768

**Other Funds Leveraged:** \$66,000

**Other Partners:** Durban Institute of Technology incorporating M.L. Sultan Technikon and Technikon Natal; Mangosuthu Technikon; University of Durban-Westville; University of Natal-Durban; University of Natal-Pietermaritzburg; University of Zululand; selected community-based organizations (CBOs)

Michigan State University and the eastern seaboard Association of Tertiary Institutions created a series of partnerships between community-based organizations (CBOs) and six higher education institutions in KwaZulu-Natal, thereby helping those universities and technikons establish a strategic plan and program for community outreach to nearby disadvantaged communities. By working to make the Internet available to the participating communities, the partnership also helped area CBOs become better advocates for their constituents. The partnership developed a portal web site that addresses the needs of all six communities and features the services and resources available from the six tertiary institutions to tackle priority topics selected by the KwaZulu Natal CBO Networking Forum: food and hunger, health, microenterprise and jobs development, educational access, environment and sustainability, women's rights and affairs, and youth issues. With the first community web sites online, the partnership has developed a model of how the communities can learn from the partnership and from one another by accessing development information and sharing assets.



#### MIDDLE TENNESSEE STATE UNIVERSITY/UNIVERSITY OF DURBAN-WESTVILLE

**Award Date:** 1999 (completed September 2002)

**Award Amount:** \$100,000

**Cost Share:** \$242,460

**Other Funds Leveraged:** \$60,500

**Other Partners:** Southern Illinois University at Carbondale; Urban Strategy; Metro Water; Council for Scientific and Industrial Research; Cato Manor Development Association; Ministry of Agriculture and Environmental Affairs (Durban); Pinetown and District Office of Welfare; Cato Crest Informal Settlement; Palmiet River Informal Settlement; Kennedy Road Informal Settlement; The Valley Trust; Adventist Development and Relief Agency

This partnership addressed water sanitation, hygiene, and HIV/AIDS in three informal settlement communities in KwaZulu-Natal. The partners developed and administered survey questionnaires and used the results to design training workshops and other outreach programs to deliver in the settlement communities. A total of 27 community leaders and peer educators supervised the training of residents in all three communities in water sanitation, hygiene, and HIV/AIDS. Through a “sister to sister” program, the outreach program reached 1,467 community residents. The partners also designed a cross-cultural, trans-disciplinary web-based course on public health concerns in informal settlement communities in South Africa. The course was offered for the first time in spring 2001 at Middle Tennessee State University and Southern Illinois University at Carbondale. It was updated and made available in the spring of 2002 and 2003 to research partners at University of Durban-Westville.

#### OREGON STATE UNIVERSITY/FORT COX COLLEGE/UNIVERSITY OF FORT HARE/UNIVERSITY OF NATAL-PIETERMARITZBURG

**Award Date:** 1998, 2000 EDDI Sustainability (completed September 2003)

**Award Amount:** \$99,998 (1998), \$99,122 (2000)

**Final Cost Share:** \$270,117

**Other Funds Leveraged:** \$500,000

**Other Partners:** University of Stellenbosch; Institute for Commercial Forestry Research

This collaboration strengthened the capacities of South African institutions in agroforestry, nursery technology and production, and community development. The partnership created new agroforestry curricula at the University of Fort Hare (UFH), established an agroforestry demonstration plot, conducted a demonstration of fruit farming, and conducted an indigenous tree-planting trial at Fort Cox College (FCC). Plant propagation facilities were developed at UFH and FCC to train students in nursery management. Both facilities have begun training women from surrounding communities to grow and care for seedlings. Eventually, these women will begin their own businesses selling seedlings. To promote tree planting and rural development, the partners used a Participatory Rural Appraisal process to select appropriate tree species to be planted and to allocate land for tree planting on individual and communal lands. Participating communities will later form village cooperatives to produce trees, creating economic benefits for the villages. The partnership received an Education for Development and Democracy Initiative sustainability grant in 2000 to determine the feasibility of constructing and providing affordable wood-based housing in Eastern Cape and KwaZulu-Natal.



### THE PENNSYLVANIA STATE UNIVERSITY/UNIVERSITY OF DURBAN-WESTVILLE

**Award Date:** 2000 (completed September 2002)

**Award Amount:** \$100,000

**Final Cost Share:** \$48,120

This partnership 1) responded to the academic and social needs of a large number of South African students from rural and disadvantaged communities seeking admission to higher education and 2) developed and implemented an academic program designed to improve the University of Durban-Westville's (UDW) institutional capacity to serve future students in science, mathematics, technology, and engineering. Partners conducted workshops in which tutors and tutor coordinators participated in problem-solving, teamwork, active learning, and leadership development activities. After attending the training, the tutors led three student workshops—reaching a total of 4,500 economically disadvantaged students. To increase the quality of science education at UDW, the partners designed and implemented courses that integrate the applications of engineering theories, concepts, and practice into the science curriculum. They also introduced at UDW a multidisciplinary course for future science teachers that features competencies in communication skills, math and science fundamentals, team skills, critical thinking, and problem solving. As part of the program's life skills development initiative, partners trained eight Upward Bound counselors in HIV/AIDS prevention and contributed to the development of a university-wide policy on HIV/AIDS prevention and advocacy.



### PRINCE GEORGE'S COMMUNITY COLLEGE/VISTA UNIVERSITY

**Award Date:** 1998 AACC, 2000 EDDI

Sustainability (completed September 2002)

**Award Amount:** \$49,999 (1998), \$49,923 (2000)

**Final Cost Share:** \$54,469 (1998), \$32,143 (2000)

**Other Funds Leveraged:** \$12,000

**Other Partners:** Africare; College of Southern Maryland; Garrett Community College; PBS/Adult Learning Service

Prince George's Community College (PGCC) and Vista University (VU) strengthened VU's capacity to deliver computer literacy training through distance education. Faculty from PGCC and the College of Southern Maryland conducted a workshop for VU computer studies students and faculty on different modes of distance learning and distance learning pedagogy. In January 2000, with textbooks from McGraw-Hill and licenses donated by PBS/Adult Learning Service, a PGCC faculty member taught an online computer literacy course to 25 VU faculty members. Vista subsequently developed an audio distance learning computer literacy course and trained 1,950 South African teachers in computer literacy through its campuses in three provinces. In addition, two VU faculty members were trained to deliver online instruction and taught an online course about the history of South Africa to 17 students at three community colleges in Maryland. With funds from a complementary technology enhancement grant, partners established a 29-station open computer laboratory at Vista's Welkom campus in May 2001.

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#### SOUTHERN NEW HAMPSHIRE UNIVERSITY/UNIVERSITY OF THE NORTH

Award Date: 2003

Award Amount: \$125,000

Cost Share: \$202,500

Other Funds Leveraged: \$81,600

Other Partners: Small Enterprise Foundation (SEP); Rural AIDS Development Action Research; Community Microfinance Network; Finmark Trust; Micro Finance Regulatory Council; Women's Development Bank; South Africa Microenterprise Association; Ford Foundation; World Education

This collaboration is developing a self-sustainable Microenterprise Development Institute at the University of the North (UNIN) that will provide economic development training to a burgeoning class of microenterprise practitioners, community leaders, and microentrepreneurs working in their local communities. This Institute will serve not only as a model for future partnerships between international institutions of higher education, but also as a model project to be replicated at similar microfinance institutes in southern and eastern Africa. The partners developed and implemented a marketing and outreach plan and identified potential participants for a three-week Micro-Development Institute to be held in September 2004. A committee comprised of NGOs, UNIN, SNHU, and the Ford Foundation designed a comprehensive curriculum for a Microenterprise and Development Certificate that includes courses on capacity building, women's empowerment to combat HIV/AIDS through microfinance, and rural poverty. The Ford Foundation South Africa and USAID/Washington have provided full scholarships for 12 practitioners from southern Africa.

#### SPELMAN COLLEGE/DURBAN INSTITUTE OF TECHNOLOGY

Award Date: 2002 (completed December 2003)

Award Amount: \$99,977

Cost Share: \$62,113

Other Partners: Red Carnelian Films

This partnership collaborated to develop technical, communication, critical thinking, and social analysis skills for female students in South Africa through instruction in oral narrative research techniques and mini-documentary production using digital technology. Participating female students developed three mini-documentaries that highlighted events and issues related to their experiences in the townships and rural areas of KwaZulu-Natal, including the resurgence of virginity testing, neglect by the health care system, and child marriage. Early versions of the student documentaries were screened at the Durban International Film Festival. As a result of this screening, students gained exposure within the Durban media community. The project culminated in a screening of the completed documentaries at a local cinema in Durban.



#### SPELMAN COLLEGE/MANGOSUTHU TECHNIKON

Award Date: 2003

Award Amount: \$125,000

Cost Share: \$78,940

Other Funds Leveraged: \$284,000

Other Partners: Rogers and Bussey, Inc.

This partnership is increasing Mangosuthu Technikon's (Mantec) capacity to raise its visibility and to secure and manage grants, contracts, and financial support. Partners conducted an initial needs assessment in preparation for in-country workshops and designed training modules based on protocols for administering sponsored research, managing volunteer/alumni organizations, and establishing a unique identity for the institution. After conducting the in-country workshops, partners established an Office of

Sponsored Programs and International Projects at Mantec. They also developed a database to identify prospects/sponsors and a database to track proposals, awards, and gifts. In fall 2003, Mantec administrators participated in two-week workplace residencies at Spelman College to increase their skills and identify strategies that can be adopted at Mantec in the areas of grants and contracts, alumni development/fund raising, and communications and marketing. Partners also developed and distributed an external newsletter to Mantec alumni to keep them better connected with their alma mater and to cultivate gift/donor support.

#### SPRINGFIELD TECHNICAL COMMUNITY COLLEGE/ALTHONE TECHNICAL COLLEGE

**Award Date:** 1999 (completed December 2000)

**Award Amount:** \$49,500

**Cost Share:** \$30,700

**Other Partners:** Northeast Center for Telecommunications Technologies

The partnership between Springfield Technical Community College and Athlone Technical College (ATC) developed model instructional programs in advanced communications and telecommunications to increase the number of educated workers for the technology sector in South Africa. The partners designed and implemented laboratory set-ups, experiments, curriculum, and a basic “train-the-trainer” model. These programs are helping ATC mentor other colleges within South Africa as they develop training programs to alleviate the shortage of skilled technology workers in the country.



#### TEXAS SOUTHERN UNIVERSITY/EASTERN CAPE TECHNIKON

**Award Date:** 2000 (completed September 2003)

**Award Amount:** \$100,000

**Final Cost Share:** \$46,800

**Other Partners:** Third Ward Community Development Corporation; Lone Star Incorporated; Planergy

The partners promoted economic growth and development in the Eastern Cape region by offering job training through the transfer of technology. They designed and offered training workshops at Eastern Cape Technikon (ECT) on photovoltaic installation and maintenance. Workshop trainees were able to install electrical connectivity at a local school. The partners also conducted workshops on business-oriented bookkeeping, tax law and requirements for informal sector workers, clothing design and manufacture, and e-commerce to market fashion wear and merchandise. In addition, ECT fashion department students and faculty participated in two web-based fashion workshops and a distance-learning course to improve their skills in accessing the web, sending e-mail and photographs, and writing quality descriptions of garments and artifacts for their web site. Partners established a “Fashions from the Heart” web site to display and market the ECT fashion students’ designs.

#### TUSKEGEE UNIVERSITY/UNIVERSITY OF FORT HARE

**Award Date:** 2002

**Award Amount:** \$100,000

**Cost Share:** \$29,689

**Other Partners:** Archeworks

This partnership is collaborating to reduce the shortage of housing and provide healthier living conditions in South Africa's townships by improving indigenous building methods and materials and by developing house-building uses for materials that are currently unused or underused. The community of Gaga, located near the University of Fort Hare, has expressed interest in becoming the site for a demonstration house, and local citizens are prepared to participate in the community-based construction. The partners assessed the housing needs and desires of the target users to ensure appropriate designs and then selected a house design that is acceptable to individuals in the community. Through materials testing and research, the partners determined that the building demonstration houses would be made of mud, straw, and cement. The proportion of the composite materials will be determined through further testing at Tuskegee University.

#### UNIVERSITY OF MISSOURI/UNIVERSITY OF WESTERN CAPE

**Award Date:** 2004

**Award Amount:** \$100,000

**Cost Share:** \$252,583

This partnership is developing an academic leadership program at the University of Western Cape (UWC) and revising and restructuring UWC's nursing curriculum to accommodate the needs of 21st century nursing students in South Africa. UWC faculty will participate in the University of Missouri's (UM) Academic Leadership Institute and conduct seminars for UM faculty on leadership issues in South Africa. UM will organize a conference on professional development needs

and opportunities for UWC staff. Placing special emphasis on programs to assist under-achieving students, UM and UWC will develop appropriate teaching and learning materials for nursing education at UWC, revise UWC nursing course syllabi and program plan outlines, and develop a report on the teaching methodologies and technologies of UWC's nursing program. Partnership activities will train UWC staff interested in academic administration and prepare UWC nursing faculty and staff to meet the needs of increasing numbers of students.

#### UNIVERSITY OF WASHINGTON/UNIVERSITY OF PORT ELIZABETH

**Award Date:** 2003

**Award Amount:** \$124,999

**Cost Share:** \$58,672

**Other Partners:** University of Namibia; University of Eduardo Mandlane; Nelson Mandela Municipality

By establishing an interdisciplinary program in Marine Studies and a Department of Marine Studies at the University of Port Elizabeth (UPE), this partnership will increase access to higher education for underserved groups and meet regional needs through academic outreach programs. The aim is to enhance coastal resources management for purposes of economic growth. Partners have completed the first Certificate in Marine Studies at UPE with more than 20 students in attendance at a series of lectures, participated in "Marine Week," a marine education event at UPE, and organized a roundtable at UPE of donors and stakeholders of the Coastal Micro-Enterprise and Small Marine Business Incubation in the Nelson Mandela Metropole Municipality. Two graduate students from the School of Marine Affairs at the University of Washington are conducting field research, advising students at UPE and preparing feasibility studies of community-based small coastal enterprises in the Eastern Cape.





WASHINGTON STATE UNIVERSITY/UNIVERSITY OF  
THE WITWATERSRAND

Award Date: 2003

Award Amount: \$114,876

Cost Share: \$52,913

Other Partners: Mt. Spokane High School; WSU  
Center for Teaching, Learning, &  
Technology; Puget Sound Center for  
Teaching and Learning in Technology

These partners are collaborating to increase the number of teachers trained to integrate technology into instruction by training teachers and establishing a teaching and learning network between U.S. and South African schools and the partner universities. The U.S. director, accompanied by the principal of Mt. Spokane High School (MSHS), visited South Africa to share knowledge and to highlight the success stories and lessons learned from efforts to create high-tech high schools in the State of Washington. The U.S. director and MSHS's principal also launched an online partnership project between students and teachers at a South African high school and MSHS. The partners jointly sponsored two workshops for teachers at schools involved in the Gauteng-On-Line Project—an ambitious plan to put technology into all schools in Gauteng Province. The workshop content will be developed into modules for a B. Ed. (Honors) package, as well as a master's level one-semester module.



TANZANIA

COLUMBUS STATE COMMUNITY COLLEGE/DAR ES  
SALAAM INSTITUTE OF TECHNOLOGY

Award Date: 1999 (completed December 2000)

Award Amount: \$49,389

Cost Share: \$26,175

Other Partners: Vicatel; Victoria Computers and  
Telecoms LTD; Tanzania Ministry of Finance

This partnership established an Information Technology Institute to train Tanzanian leaders in the public and private sectors. The institute has the capacity to train 200 leaders a year in information technology. A team of Tanzanian trainers-in-training traveled to Columbus State for a four-week training session on practices, issues, and trends in the information technology field, as well as hands-on technical training. Afterwards, the partners identified three modules for the planned courses in the new institute, including computer literacy, basics of computer networking, and Internet technologies. Vicatel, a Tanzanian information services business, hired an additional staff person to assist with training. The company also arranged for a wireless connection to deliver online training courses in Tanzania.

MISSISSIPPI STATE UNIVERSITY/UNIVERSITY OF  
DAR ES SALAAM

Award Date: 1998 (completed January 2001)

Award Amount: \$83,763

Cost Share: \$48,513

Other Funds Leveraged: \$6,000

This partnership improved the ability of the University of Dar es Salaam's University College of Lands and Architectural Studies (UCLAS) to advocate environmentally sound and cost-effective pesticide management methods in Tanzania. The partnership was designed to train a new generation of pesticide experts in Tanzania, creating opportunities for an enhanced pesticide-related research program at UCLAS. Through a series of

workshops and site visits, partners shared best practices and established themselves as leaders in environmental remediation. They held workshops in Tanzania and Mississippi to discuss obsolete methods of pesticide disposal and mechanisms to prevent the accumulation of toxic stockpiles. Partnership activities encouraged Tanzanian policy makers and businesspeople to consult the partners at UCLAS for their expertise in pesticide management and disposal.

#### THE OHIO STATE UNIVERSITY/SOKOINE UNIVERSITY OF AGRICULTURE

**Award Date:** 2002

**Award Amount:** \$97,529

**Cost Share:** \$43,274

**Other Partners:** International Trade and Assistance Center; Business Enhancement Network, the Ohio Department of Agriculture; Tanzanian Chamber of Commerce, Industry, and Agriculture; Tanzania Horticulture Producers and Exporters; Victoria Computers

To build Sokoine University of Agriculture's (SUA) capacity to provide relevant agribusiness training, partners are enhancing linkages with private sector agribusiness and developing an Agribusiness Management Program at SUA. Partners completed a survey, which started discussions with agribusinesses about linking with SUA and participating in the agribusiness program. The proposal to establish the agribusiness MBA degree program has been fully approved at the faculty level and continues to be reviewed by the postgraduate studies committee of the University Senate. Partners also completed an agribusiness case study, "Decisions in Global Sourcing and Supply: Deep Red Canning Company," and initiated a second case study on Power Food Industries, Ltd., Dar es Salaam.

#### SOUTHERN NEW HAMPSHIRE UNIVERSITY/THE OPEN UNIVERSITY OF TANZANIA

**Award Date:** 2000 (completed November 2002)

**Award Amount:** \$99,925

**Cost Share:** \$274,864

**Other Funds Leveraged:** \$153,000

**Other Partners:** local nongovernmental organizations (NGOs) and community-based organizations (CBOs); government officials; business representatives



This partnership designed certificate and graduate degree programs in community economic development (CED) to provide skills training, networking, and technical support to development practitioners throughout Tanzania. More than 50 practitioners from NGOs throughout Tanzania attended classes in the first cycle of the CED master's degree program, taught by a team of Tanzanian and Southern New Hampshire University (SNHU) faculty. The partners received more than 400 applications for the next cycle. They established computer connections to support distance education classes taught by SNHU faculty and are offering this nonresidential program in two locations (Arusha and Dar es Salaam). Partners also developed a curriculum that has been integrated into the highest levels of the Government of Tanzania's development policy, which directly responds both to the Tanzanian and to the East African Development Agenda.

## UGANDA

### OHIO STATE UNIVERSITY/MAKERERE UNIVERSITY

**Award Date:** 1999 (completed September 2003)

**Award Amount:** \$96,442

**Cost Share:** \$163,334

**Other Funds Leveraged:** \$112,954

**Other Partners:** Investing in Developing Export Agriculture project; Ohio Department of Agriculture; Ohio Department of Development; Rockefeller Foundation; Ugandan Ministry of Agriculture, including the National Research Organization



Through linkages with the private sector, this partnership strengthened Makerere University's (MU) ability to provide agribusiness management. The partners established an Agribusiness Advisory Committee to develop links between the private sector and MU faculty. The Ohio State University and MU developed six business case studies for classroom use, and private sector agribusiness managers provided 12 classroom lectures about their businesses. The partners convened a capstone workshop to disseminate the new model of training based on partnerships between MU and the private sector and to discuss ways in which the training model could be improved. The program's success led MU faculty to establish an undergraduate program in agribusiness, create internships at the undergraduate level in the Faculty of Agriculture, and change the department's name from the Department of Agricultural Economics to the Department of Agricultural Economics and Agribusiness.

### STATE UNIVERSITY OF NEW YORK AT ALBANY/MAKERERE UNIVERSITY

**Award Date:** 2000 (completed September 2002)

**Award Amount:** \$96,432

**Cost Share:** \$53,979

**Other Partners:** Ugandan Ministry of Finance; New York State Department of Health

To build Uganda's capacity to respond to environmentally related health hazards, the partner institutions established undergraduate and graduate programs in environmental science and health at Makerere University that address specific public health problems in Uganda. The initial focus is on clean drinking water, clean wastewater, and solid waste management. Three young Ugandans were trained in environmental health at the State University of New York at Albany to enable them to return to Uganda as faculty in the new program. The students were partly supported by additional funding, including a grant from the Fogarty International Center at the National Institute for Public Health.

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## ZAMBIA

### CLEVELAND STATE UNIVERSITY/COPPERBELT UNIVERSITY

**Award Date:** 1999, 2000 EDDI Sustainability  
(completed September 2003)

**Award Amount:** \$96,995 (1999), \$96,995 (2000)

**Final Cost Share:** \$391,178

**Other Funds Leveraged:** \$45,000

**Other Partners:** Kitwe District Chamber of  
Commerce and Industry in Zambia;  
Cleveland Advanced Manufacturing  
Center, Inc.

This collaboration developed an extension service at Copperbelt University (CBU) to help local factories improve the quality and efficiency of their plant floor operations so that they can compete more effectively in the Zambian market with imported goods and services. The partners surveyed of local firms

to determine their training needs and developed a three-day course to train CBU faculty and Zambian production personnel in productivity and quality improvement skills. In fall 2001, CBU trainers held two training sessions for production personnel from Copperbelt manufacturing enterprises. In spring 2002, participants from government, industry, and the university attended a two-day conference to assess the training sessions and plan the development of a productivity quality center at CBU. After the partners purchased course development software, five CBU faculty were trained in its use. Partners developed four web-based training courses to offer to manufacturing companies in Zambia: Lean Manufacturing, ISO 9000, Statistical Process Control, and Total Quality Management.







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# ASIA AND THE NEAR EAST

*“[Our] consistent findings reinforced that regardless of the students’ country of origin, learning is most positively impacted when students are engaged in the meaningful application of new knowledge.”*

—Colleen Jorgensen, Red Rocks Community College/Tribhuvan University (Nepal)

Since 1998, ALO has supported 56 higher education partnerships focusing on 19 countries in Asia and the Near East. Several ALO Special Initiatives have targeted specific countries and regions, including programs supported by USAID/Bangladesh, USAID/India, USAID/Egypt, and USAID/West Bank and Gaza. In addition, ALO administers eight partnerships under the U.S.-Middle East University Partnerships Program, supported by the U.S. Department of State’s Middle East Partnership Initiative. The Sri Lanka partnership was the only one in the region to be funded through the Workforce Development Partnerships program, in cooperation with the American Association of Community Colleges (AACC).

## AFGHANISTAN

LOMA LINDA UNIVERSITY/KABUL MEDICAL  
INSTITUTE

Award Date: 2003

Award Amount: \$124,925

Cost Share: \$710,385

Other Partners: Afghan Medical Association of  
America

To enhance the knowledge and clinical skills Afghanistan needs to address current health needs, the partners are 1) implementing a program for faculty development and continuing medical education, 2) reorganizing and updating basic and clinical science programs at Kabul Medical Institute (KMI), and 3) delivering essential equipment for effective teaching. Two administrators from KMI visited Loma Linda University (LLU) to learn how a medical school is organized and functions, and to obtain details about the LLU curriculum and board exam preparations. Five physicians from LLU’s Emergency Department, NICU, and Department of Pediatrics presented a series of lectures at KMI on advanced cardiac life support for adult and pediatric patients. Two faculty from KMI attended LLU on a three-month faculty development fellowship that focused on lecture development,



production and administration of exams, building English skills, and classroom observation. LLU partners have taught ESL to KMI faculty and students onsite and have also set up both a microscope lab (with 34 microscopes) and a computer lab (with 45 computers) at KMI. In addition to LLU's role as educators in the partnership, KMI and the Ministry of Health have come to rely on LLU to help solve overwhelming and broader problems of rebuilding a health care system and network.

#### PURDUE UNIVERSITY/KABUL UNIVERSITY

**Award Date:** 2002

**Award Amount:** \$100,000

**Cost Share:** \$63,884

**Other Funds Leveraged:** \$23,000

**Other Partners:** Afghanistan Ministry of Higher Education; Midwest Universities Consortium for International Activities (MUCIA); Kabul Polytechnic; Kabul Education University



The partnership between Purdue University and three Afghan institutions is establishing a rapid training capacity at universities in Kabul in order to generate an immediate flow of skilled workers and trainers into Afghanistan's rebuilding effort, with a focus on agriculture, education, engineering, and technology. The partners have targeted their efforts on training in the use of distance learning (DL), and establishing four DL laboratories at three universities in Kabul. Four Kabul faculty members have been trained at Purdue in DL and curriculum development in agriculture and in computer maintainance; three additional Kabul faculty members have received training at Purdue's School of Education in curriculum development and distance learning. Agriculture professors from Purdue have traveled to Afghanistan to work with the faculty on the agriculture curriculum and the research farm. Partners have assembled a draft proposal to modernize the curriculum into three tracks (crop science, animal science, and farm

management) with a marketing/entrepreneurship component. Purdue has donated textbooks and an additional 60 computers (for a total of 100) to the Kabul computer laboratories and has established four laboratories.

#### PURDUE UNIVERSITY/AFGHAN MINISTRIES OF EDUCATION AND HIGHER EDUCATION, THE POLYTECHNIC INSTITUTE, THE EDUCATION UNIVERSITY, KABUL UNIVERSITY, AND FOUR REGIONAL UNIVERSITIES

**Award Date:** 2004

**Award Amount:** \$99,999

**Cost Share:** \$67,261

This partnership will enhance the flow of skilled technical trainers into Afghanistan's rebuilding effort, not only in Kabul, but also in four regions (Kandahar, Nangahar, Balkh, and Herat), which are served by regional universities. The partnership plans to 1) produce a conceptual white paper outlining a technical workforce development program that encompasses infrastructure, education, engineering, and technology, 2) develop a pilot test of train-the-trainer/needs assessment and validation workshops, and 3) identify needed skills and technical and vocational priorities of four regional universities. The partners will then equip 20 Afghan trainers with the skills needed to conduct basic technical training in support of the rebuilding of Afghanistan's infrastructure. In addition, the partners will establish communications systems for collaboration between colleagues in Kabul and four regional Afghan institutions and develop a collaborative plan with the Afghan Ministers and higher education leaders that will provide guidance on sub-baccalaureate technical education in Afghanistan.

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## UNIVERSITY OF MASSACHUSETTS AMHERST/AFGHANISTAN EDUCATION UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$124,993

**Cost Share:** \$31,113

**Other Funds Leveraged:** \$5,000

The goal of this partnership is to build local institutional capacity for rapid teacher training in basic education. In response to the urgent educational needs in Afghanistan, the partners are increasing the Afghanistan Education University's (AEU) capability to train accelerated learning facilitators at the community level, develop culturally appropriate training materials, and promote dialogue on the role of rapid teacher training in AEU's academic program. To support project activities, the partners are establishing a Center for Active and Accelerated Learning at AEU, which will house project materials, provide logistical support for workshops and other linkage activities, and provide translation services. Originally, the partners had planned to train only 10 "master trainers," but due to overwhelming demand—and despite enormous infrastructure and security challenges—they have trained 38 to date, who, in turn, have conducted workshops for 371 participants in six provinces.

## ALGERIA

### PLATTSBURGH STATE UNIVERSITY OF NEW YORK/INSTITUT NATIONAL DE COMMERCE

**Award Date:** MEPI 2003

**Award Amount:** \$100,000

**Cost Share:** \$229,018

This partnership is enhancing the administrative, teaching, and scholarship capacity of higher education in business and management in Algeria. In addition to developing scientific research collaborations, partners will promote modern, global business curricula, exchange

administrative and pedagogical methods and experiences of benefit to both institutions, and develop educational materials and training programs on free market systems and U.S. management practices for Algerian companies. So far, partners have developed a detailed needs assessment, prepared proposals for research collaboration and curriculum improvement, and initiated two research projects on the quality management practices of Algerian companies and the newly created Algerian Quality Award. The partners have collected approximately 60 business and economics books to ship to the library at L'Institut National de Commerce.

## BAHRAIN

### DEPAUL UNIVERSITY/UNIVERSITY OF BAHRAIN

**Award Date:** MEPI 2003

**Award Amount:** \$99,920

**Cost Share:** \$62,255

This partnership will enhance the emerging journalism-mass communication program at the University of Bahrain (UB), assist UB in launching its student newspaper and radio operations, and integrate mass communication technology into the instructional experience. The overall goal is not only to integrate new technologies into the classroom, but also to discuss the social responsibility of the press and the role the press can play in newly emerging democracies. The partners have produced a plan to assist with the technical set up and planning for UB's new digital media center and the development of a student radio and newspaper. In August 2004, 10 of UB's best journalism-mass communication students will travel to DePaul for courses on journalism in the digital age, advanced reporting, online reporting, and feature reporting. The students will be placed in internships at major market news gathering operations throughout the Chicago area.

## MURRAY STATE UNIVERSITY/UNIVERSITY OF BAHRAIN

**Award Date:** MEPI 2003

**Award Amount:** \$91,261

**Cost Share:** \$84,273

**Other Funds Leveraged:** \$50,000

This partnership will address Bahrain's need for qualified teachers of English. Competency in English is important for private sector employment, and English teachers are in short supply. The partners will establish the University of Bahrain (UB) as a high-quality institution in the teaching of English and in the training of English teachers. Partners have offered four M.A. scholarships to Bahraini students to study teaching English to speakers of other languages (TESOL) at Murray State, and will develop a joint M.A. program in TESOL at UB. Students in the program will perform community service in Bahraini government secondary schools by teaching English under the guidance of the partners.

## BANGLADESH

### SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE/INDEPENDENT UNIVERSITY OF BANGLADESH

**Award Date:** 2002

**Award Amount:** \$99,978

**Cost Share:** \$115,571

**Other Partners:** Khan Foundation; Women  
for Women

The primary goals of the partnership are 1) to develop curricula, expertise, research, strategies, and educational materials at the Independent University of Bangladesh to address domestic violence in Bangladesh, and 2) to remove barriers that domestic violence imposes on women's socioeconomic mobility and political participation. So far, the partners have surveyed more than 170 women workers and held five focus groups on knowledge,

attitudes, and practice regarding domestic violence. They have visited various domestic violence programs and shelters and consulted with legal experts, psychologists, health care practitioners, and women's organizations in both the United States and Bangladesh. To date, the partnership has trained more than 100 Bangladeshi nationals (including one man) on legal matters, shelter programming, research methodologies, and interviewing techniques.

## UNIVERSITY OF HOUSTON/BANGLADESH UNIVERSITY OF ENGINEERING AND TECHNOLOGY

★ **Special Initiative:** 2003

**Award Amount:** \$119,814

**Cost Share:** \$29,954

**Other Partners:** Akin, Gump, Strauss, Hauer &  
Feld; Houston Chapter of the International  
Association for Energy Economics; PA  
Government Services

Through faculty exchanges, mentoring, and training sessions in both Texas and Bangladesh, this partnership will enhance energy economics education and research capacity at the Bangladesh University of Engineering and Technology's (BUET) Department of Petroleum and Mineral Resources Engineering (PMRE). The partnership plans to 1) revise the curriculum and update teaching materials for BUET/PMRE, 2) enhance the capacity of BUET/PMRE staff to provide energy training, and 3) improve understanding of U.S. teaching approaches. The partners will produce case studies and reports on energy policy issues of relevance to Bangladesh. They will also establish local chapters of U.S. and international organizations for energy professionals and open sustainable channels of communication between corresponding institutions in the United States and Bangladesh. PMRE will become a major independent resource center for the Bangladesh energy sector and the public, training energy professionals,



providing policy analysis, producing quality research, and acting in an advisory capacity for all interested parties.

**VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY/UNIVERSITY OF CALIFORNIA, DAVIS/DHAKA UNIVERSITY**

★ **Special Initiative:** 2003  
**Award Amount:** \$120,000  
**Cost Share:** \$48,765

This partnership is strengthening the Women's Studies Department at Dhaka University (DU) by developing courses, increasing the skills of students and faculty through collaborative research projects, and improving the research agenda. The partnership's long-term objective is to improve the condition of women in Bangladesh by strengthening DU's institutional capacities for research and analysis on topics relevant to women's issues and by enabling DU to become more responsive to the needs of those working in sustainable development to improve the condition of women in Bangladesh. The partners are developing syllabi, readings, and other materials for online courses on women and the environment, women and demography, gender and globalization, gender and development, and transnational Muslim women. They have made progress on a gender atlas of Bangladesh and on research projects on transnational feminism and reproductive health. A partnership web site was created in fall 2003.

**VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY/BANGLADESH UNIVERSITY OF ENGINEERING AND TECHNOLOGY**

★ **Special Initiative:** 2003  
**Award Amount:** \$200,000  
**Cost Share:** \$68,076  
**Other Funds Leveraged:** \$180,000  
**Other Partners:** Consortium of Universities for Research in Earthquake Engineering; Earthquake Engineering Research Institute

This partnership is seeking to reduce Bangladesh's vulnerability to seismic threats by enhancing the teaching, research, and service capacity of the Bangladesh University of Engineering and Technology in areas related to earthquake safety. The partnership plans to 1) expand undergraduate and graduate offerings in earthquake education; 2) develop case study materials relevant to local conditions; 3) develop and implement pilot training courses for local seismologists, geotechnical engineers, structural engineers, architects, planners, and regulatory officers; 4) develop tools and strategies for national seismic hazard mapping, urban area seismic microzonation, and earthquake vulnerability assessments; and 5) develop a set of seismic vulnerability assessment tools, which will include adapting to Bangladeshi conditions the Federal Emergency Management Agency's earthquake loss estimation methodology. In 2004, the partnership received a donation of 60 strong motion instruments, valued at about \$180,000, from the Consortium of Organizations for Strong-Motion Observation Systems, which will significantly bolster Bangladesh's capacity to collect accurate ground motion data.





## CAMBODIA

CALIFORNIA STATE UNIVERSITY,  
FULLERTON/PANNASASTRA UNIVERSITY OF  
CAMBODIA

Award Date: 2003

Award Amount: \$124,419

Cost Share: \$87,134



This partnership is establishing a Center for Community Service Learning at Pannasastra University of Cambodia (PUC) and training Cambodian faculty from different disciplines on how to use service learning pedagogy. The first ever service learning course has been implemented at PUC. Ten students in an environmental science course each provided 10-12 hours of service to local agencies dealing with children affected with HIV/AIDS. U.S. faculty traveled to Cambodia to conduct several workshops, including a three-day Service Learning Faculty Institute at PUC, attended by 25 PUC and three California State University, Fullerton (CSUF) faculty. At the end of the institute, all PUC faculty submitted a revised course syllabus that included a service learning component. In addition, a one-day service learning workshop was held for nine different organizations who are potential community service learning partners. A three-day Student Leadership Institute was held for 39 PUC students who were selected to participate. Partners have visited six potential service learning placement sites in Cambodia that serve families and children in the community.

## EGYPT

GEORGIA STATE UNIVERSITY/ALEXANDRIA  
INSTITUTE OF TECHNOLOGY

★ Special Initiative: 2002

Award Amount: \$749,999

Cost Share: \$223,693

Other Partners: GSU-Cairo University Alumni Association; The Alexandria Business Association; Alexandria University; Arab Academy for Science and Technology; Raya Contact Center; Wadi Holdings; Kraft, Egypt

Georgia State University (GSU) and the Alexandria Institute of Technology (AIT) are improving business training and capabilities in Egypt, focusing on international marketing and e-commerce. Through fully functioning distance education facilities located in various parts of the country, the partnership will provide up-to-date, market-relevant skills to current and prospective marketing professionals. The GSU program director and AIT advisors have collaborated on the program design with business leaders, managers, and academicians in Alexandria and Cairo and developed course content for modules in e-commerce, global marketing, international business law, and business communication. The partners publicized the AIT-GSU partnership and AIT's new lab facilities and distance learning programs through program promotion and advertising—including an Open House in Alexandria and an interview with a local television station. GSU and AIT faculty, advisors, and fellows researched and wrote four Egypt-specific cases, and the AIT fellows completed “training the trainers” sessions in e-commerce and marketing at GSU. The partners have also developed a database of prospective clients, created a WebCT site that includes discussion board capabilities, created a public partnership web site, developed online registration capability, and established a continuing education library.

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## Workforce Development and the Community College Model

U.S. higher education institutions increasingly shape their curricula and programs to meet market needs in their communities and work with public institutions and the private sector to identify necessary skills and competencies for graduates entering the workforce. U.S. community colleges are leaders in the field of workforce development. For years, they have collaborated with businesses and industries in their communities to design curricula, training courses, and other programs to upgrade the skills of local workers.

In this era of globalization, these institutions bring the same demand-driven approach to their partnerships abroad and, in the process, they influence the way international educators think about higher education.

ALO partnerships build on the experience of U.S. higher education institutions to design workforce and professional development programs overseas. Through the Workforce Development Partnership program (1998–2002), in cooperation with the American Association of Community Colleges (AACC), 17 U.S. community colleges worked with partner institutions in 10 countries to enhance the skills of nurses, teachers, industrial workers, entrepreneurs, tourism sector employees, technicians, surveyors, and information technology specialists. Awards ranged from \$24,000 to \$50,000, with significant cost-sharing from the partner institutions, sometimes as much as two to three times the amount of the award.

Community colleges are also well-represented in ALO's Institutional Partnerships program: Alamo Community College District, Bronx Community College, Eastern Iowa Community College District, Harford Community College, Highline Community College, Houston Community College System, Johnston Community College, Kentucky Community and Technical College System, Maricopa Community College District, Prince George's Community College, Red Rocks Community College, and Walla Walla Community College all have received at least one partnership grant.

In addition, Bronx Community College, Highline Community College, Prince George's Community College, and Riverside Community College District each received an award from ALO and the Education for Democracy and Development Initiative (EDDI) to enhance the sustainability of partnerships initially funded through the AACC program (see page 9 for more information about EDDI and its activities). In 1999, Metropolitan Community College received an ALO award, sponsored by USAID/El Salvador, in excess of \$1 million for a collaborative activity in early childhood education (see page 82).

An increasing number of developing countries seek to adapt the U.S. community college model to their own higher education contexts to increase access to postsecondary education and produce the educated and well-trained workforce that is needed for sustainable development. In addition, community colleges' focus on providing relevant training for existing and emerging jobs within local communities encourages students to stay in the community rather than emigrate to search for employment elsewhere. The process of higher education reform can be very complicated and can involve a number of legal, institutional, and even political obstacles. Despite these challenges, supporters are optimistic that the strengths of the community college system will become evident and that similar models will emerge around the world.

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#### UNIVERSITY OF CONNECTICUT/AIN SHAMS UNIVERSITY

**Award Date:** MEPI 2003

**Award Amount:** \$99,914

**Cost Share:** \$66,367

**Other Partners:** Delta Software in Egypt;  
University of Connecticut Center for  
International Business and Research

This partnership addresses a critical weakness in the current training of both IT and business students in Egypt. Current graduates in computer and information sciences are experts in information technology but lack knowledge of business management, while business and economics graduates have business and management skills but inadequate knowledge of the use of computers and IT in business. Partners have reviewed syllabi and designed a three-semester diploma program that integrates the study of information and communication technology and business administration. The partners have established linkages with the Egyptian Ministry of Communications and Information Technology and have laid the foundation for the Ministry's participation in the diploma program to ensure relevance within Egypt.

#### WALLA WALLA COMMUNITY COLLEGE/AL-AZHAR UNIVERSITY

**Award Date:** 2000 (completed July 2003)

**Award Amount:** \$99,600

**Cost Share:** \$331,621

**Other Partners:** John Deere Company, Hinrichs  
Trading Company, Nelson Irrigation  
Corporation, Arab Office for Trade-Cairo

This partnership collaborated to design an agricultural technical institute and to develop agricultural technician training programs to increase sustainable agricultural production in the East Oweinat region of Egypt. During the first phase of the collaboration, the partners conducted a technical skills assessment for the region. Partners then finished aligning the

curriculum and course sequences for the proposed institute and established skills standards for 13 programs of instruction. These programs focus on areas such as agricultural business management, farm management, animal and crop production, agricultural equipment, agricultural production entrepreneurs, nursery management, and land reclamation. The partnership trained 43 Egyptian nationals in job analysis, curriculum development, and teacher training.

## INDIA

#### CORNELL UNIVERSITY/TAMIL NADU AGRICULTURAL UNIVERSITY

★ **Special Initiative:** 2004

**Award Amount:** \$300,000

**Cost Share:** \$641,407

**Other Partners:** Sathguru Management  
Consultants, Hyderabad; Maharashtra  
Hybrid Seed Company, Ltd, Jalna;  
University of Agricultural Sciences,  
Dharwar; Acharya N.G. Ranga Agricultural  
University, Rajendranagar, A.P.; International  
Crops Research Institute for the Semi-Arid  
Tropics, Pattancheru; Indian Council for  
Agricultural Research, Delhi

This partnership is implementing an innovative program on experiential learning in globalization and agriculture, encouraging public-private sector linkages to boost Indian agricultural productivity, exports, and rural incomes. Jointly created curricula will address relevant agricultural development issues and generate a cadre of skilled, globally aware graduates. The partners will introduce a course, "Agriculture in Developing Nations: India," to be taught both in India and the United States. The course will illustrate for Indian and U.S. students and policy makers the changes necessary in agricultural policy and technology to improve productivity and promote competitiveness and integration in a

global economy. The partners will also implement an executive agribusiness management program focusing on technology transfer opportunities and issues in agriculture and food product commercialization, food retailing and supply chain management, and international food marketing standards and World Trade Organization regulations.

#### EASTERN IOWA COMMUNITY COLLEGE DISTRICT/VASAVI COLLEGE OF ENGINEERING

**Award Date:** 2001 (completed December 2003)

**Award Amount:** \$99,810

**Cost Share:** \$103,978

**Other Funds Leveraged:** \$4,837

**Other Partners:** Sinclair Community College; Hinds Community College; Community Colleges for International Development; Daytona Beach Community College; Skills for Progress; Further Vocational Training Foundation

This partnership developed a model educational infrastructure for establishing pilot community colleges throughout south India. Partnership activities included a workshop in Hyderabad for 22 Indian participants representing 10 educational institutions and focusing on the definition of a community college and development of local implementation plans. Workshop participants took part in a study tour of U.S. community colleges, including the College of DuPage, Eastern Iowa Community College District, Kirkwood Community College, and Sinclair Community College. The Dean of Muscatine Community College conducted two three-day workshops in India on curriculum development. In September 2003, community college workshops focusing on industry linkages and resource development were held in Chochin and Bhubaneswar and drew 56 participants. At least three of the original 10 institutions have established, or are working to establish, new community colleges in India.

#### HOUSTON COMMUNITY COLLEGE- SOUTHEAST/UNIVERSITY OF DELHI

**Award Date:** 1999 (completed December 2002)

**Award Amount:** \$99,778

**Cost Share:** \$101,631

**Other Partners:** Texas Medical Center; Spantron, Inc.; The East End Chamber of Commerce (United States); Delhi Centre for Women's Studies; PHD Chamber of Commerce; Centre for Higher Education in Professional Development

This partnership developed a model of cooperative training to provide students, especially women, with marketable skills for health careers. During a workshop involving Indian partners and 30 faculty, doctors, and administrators from Houston Community College-Southeast and the Texas Medical Center, the partners designed the curriculum for 12 new vocational courses, seven more than originally planned. These courses focused on family and child welfare, nutrition, HIV/AIDS, and health management. During two separate seminars, more than 20 hospital administrators and policy makers devised an action plan to conduct the new courses at various institutions in India. More than 200 participants from the University of Delhi and from leading hospitals, government agencies, voluntary organizations, and other local institutions attended a workshop in New Delhi that identified key curriculum areas and targeted technical training of health care professionals in India. Fifty participants attended a second workshop, which addressed technical training needs for health care professionals in India and the ways in which universities could make higher education programs more practical to address those needs. Partners developed two distance education courses on HIV/AIDS, to be used by Indian partners and hospital professionals.



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IOWA STATE UNIVERSITY/UNIVERSITY OF  
AGRICULTURAL SCIENCES

★ Special Initiative: 2004

Award Amount: \$299,963

Cost Share: \$137,769

Other Partners: Institute for Social and Economic  
Change



The partners are seeking to offer alternative approaches to traditional, heavily subsidized grain production and to provide local farmers, educators, and legislators with new farming models that can ultimately ensure the future of India's sustainable agriculture. Agricultural specialists from the partnership will work on two research teams 1) to study alternative local models and 2) to work with community leaders in two villages near the University of Agricultural Sciences in the state of Karnataka to implement alternative methods of sustainable agriculture and improved marketing strategies. By examining different models of agricultural innovation and community development, the partners will accumulate the knowledge needed to develop new, more relevant curricula and extension services. The research teams will present their case studies to agricultural leaders at a state-level workshop, and demonstrate how other towns in Karnataka can benefit. The partners will then conduct a final, national-level conference to present policy makers, government representatives, NGO representatives, and agricultural leaders with lessons learned and best-case practices.

MICHIGAN STATE UNIVERSITY/TAMIL NADU  
AGRICULTURAL UNIVERSITY

★ Special Initiative: 2004

Award Amount: \$297,050

Cost Share: \$143,210

This partnership will work to strengthen Tamil Nadu Agricultural University's (TNAU) capacity to improve fruit and vegetable supply chain management in India. The primary objectives of the collaboration are to 1) strengthen TNAU's competencies in all aspects of supply chain development (especially ensuring that small- and medium-scale producers are included); 2) enhance relevant curricular and extracurricular learning opportunities; and 3) build partnerships with the private sector, government agencies, NGOs, and farmer groups to improve TNAU's ability to support supply chain management. A key outcome will be TNAU's improved capacity to address the emerging issues surrounding supply chain development for fruits and vegetables. The partners will 1) enable more small farmers to participate in the lucrative but demanding national and global market for fruits and vegetables, and 2) establish a model for other agricultural universities throughout India to become more market-focused.

OHIO STATE UNIVERSITY/PUNJAB AGRICULTURAL  
UNIVERSITY

★ Special Initiative: 2004

Award Amount: \$299,632

Cost Share: \$234,250

Other Partners: Indian Council of Agricultural  
Research

The partners are collaborating to promote agricultural diversification and the transformation of raw food products into quality, high-value commodities with extended shelf life and potential for export. This effort will result in 1) new programs at Punjab Agricultural University (PAU) in agricultural education, research, and extension; 2) enhanced rural



economic growth; 3) improved rural incomes and employment opportunities; and 4) greater opportunities for the export of agricultural products. Introducing alternative crops into the rice-wheat farming system will help improve soil and water quality, create off-farm employment, generate additional income, and provide more equitable income distribution. To enhance PAU's linkages with the private sector, the partnership will form an agribusiness advisory committee, integrate the private sector more into the current instructional program, and create internship opportunities for students. The partners will also develop a pilot food industries center to stimulate the creation of new food processing industries in rural areas.

#### PURDUE UNIVERSITY/UNIVERSITY OF AGRICULTURAL SCIENCES

★ **Special Initiative:** 2004  
**Award Amount:** \$300,000  
**Cost Share:** \$284,774  
**Other Partners:** DRIVE

The primary goal of this partnership is to educate people in selected rural areas about nutrition and to enhance public awareness about the potential benefits of biotechnology in improving human nutrition. The partnership's objectives are to 1) develop collaborative programs in biotechnology education and research training at the University of Agricultural Sciences (UAS); 2) develop an integrated research and educational training program to generate genetically modified plants for improving human health and nutrition; 3) increase nutrition awareness among the rural population, particularly women and children; and 4) educate farmers and policy makers about biotechnology's potential to improve the nutrient value of food. The UAS partners, NGOs, and students will be actively engaged in training and educating farmers, especially women. The partners anticipate that changes in perspectives about

biotechnology and nutrition will incline farmers, extension educators, and policy makers to support the use of biotechnology in enhancing the nutritional quality of food.

#### UNIVERSITY OF CALIFORNIA, DAVIS/TAMIL NADU AGRICULTURAL UNIVERSITY

★ **Special Initiative:** 2004  
**Award Amount:** \$299,974  
**Cost Share:** \$187,510

This partnership is seeking to increase economic efficiency, raise productivity, and reduce rural poverty through the establishment of a Center on Postharvest Biology and Food Quality at Tamil Nadu Agricultural University (TNAU). The Center will focus on biological principles, engineering principles and practices, food safety, agricultural economics and marketing, and postharvest management. It will examine the potential use of biotechnology for postharvest quality, shelf-life enhancement, and disease control of horticulture crops. The Center's aim is to improve the food yield for the delivery system and to ensure food security, availability, and health through proper processing. Six scientists from TNAU will be selected for a Postgraduate Certificate Program in Postharvest Biology and Technology at the University of California, Davis. Upon their return to India, they will develop and conduct a regional training workshop at TNAU for local researchers, education specialists, and extension agents.

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## INDONESIA

CLEMSON UNIVERSITY/UNIVERSITAS SAM

RATULANGI

Award Date: 2002

Award Amount: \$100,000

Cost Share: \$111,196

Other Funds Leveraged: \$18,000

Other Partners: Food and Agriculture Organization

Programme for Community IPM in Asia; Tri

Esa Foundation; National IPM Training

Program; Farmer Initiatives for Ecological

Literacy and Democracy (FIELD)/Indonesia

The partners are working to provide research, education, and outreach to develop and conduct integrated pest management (IPM) for major vegetable crops grown in fragile ecosystems. Ultimately, these efforts will reduce chemical pollution, improve human health, increase biodiversity, and improve profitability for farm enterprises in Indonesia. The partnership's outreach efforts are benefiting significantly from unanticipated synergies with a USAID/Jakarta-funded project, also based in North Sulawesi, involving village-level natural resource management, and the Jakarta-based NGO, FIELD/Indonesia. Among their significant accomplishments to date, the partners have: 1) conducted field studies in the Lake Tondano area to evaluate biological control options for insect control on tomatoes, cabbages, and onions; 2) exchanged four junior faculty from Universitas Sam Ratulangi; and 3) with the assistance of FIELD/Indonesia, begun IPM training, first for trainers of trainers and then for local cabbage, onion, and tomato growers. For these small farmers, putting IPM principles into practice will yield higher incomes and safer working conditions. The partners anticipate that widespread adoption of IPM will significantly improve community health and biodiversity in the region.

OHIO UNIVERSITY/STATE ISLAMIC UNIVERSITY

SYARIF HIDAYATULLAH

Award Date: 2002

Award Amount: \$97,105

Cost Share: \$97,603

Other Partners: Center for Research on Intergroup

Relations and Conflict Resolution, Faculty of

Social and Political Sciences, University of

Indonesia

This partnership is working to build a teaching and research capacity in civic education at the State Islamic University Syarif Hidayatullah (UIN). Partners are 1) developing models of active teaching and problem-based learning for civic education for the K-12 *madrasah* network of Islamic schools and 2) strengthening the teaching and research mission of the Southeast Asian Studies Program at Ohio University (OU), particularly in the areas of Islam, educational reform, conflict management, civic education, and democratic institutions. Two UIN junior faculty members are currently enrolled in OU's master's program in international studies, with an emphasis on civic education. In addition, OU hosted three visiting scholars from UIN, one of whom played a significant role in the development of a new course at OU focusing on civic education in Indonesia. This partnership has led to the establishment of meaningful contacts between faculty members at OU and many of the nearly 50 institutions of Islamic higher education throughout Indonesia.

## UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN/INSTITUTE OF TECHNOLOGY, BANDUNG

Award Date: 1999 (completed May 2003)

Award Amount: \$100,000

Cost Share: \$168,320

Other Funds Leveraged: \$237,250

Other Partners: Indonesia Partnership for Local Government Initiatives; Emerson Park Development Corporation; Forum Jatinangor

This partnership executed a university-community collaboration model to strengthen local governance. Partners conducted five workshops with 198 participants at the start of the project to identify the most pressing development issues arising from the rapid growth of Jatinangor, an emerging urban area adjacent to Bandung. The partners conducted annual training programs at the University of Illinois at Urbana-Champaign's (UIUC) Local Government Management Institute to introduce Indonesian faculty to participatory planning in the context of U.S. local government. Two members of Forum Jatinangor, a grassroots organization, participated in the two-week institute and one member remained for a monthlong internship with the East St. Louis Action Research Project and the Emerson Park Development Corporation. The partners developed five new courses in city, regional, and international planning. The partnership's workforce development activities included establishing a skills retooling program for pedicab drivers in Jatinangor and supporting retention of local workers in the woodworking industry.

## JORDAN

### UNIVERSITY OF ARKANSAS/YARMOUK UNIVERSITY

Award Date: 2001

Award Amount: \$99,739

Cost Share: \$117,592

Other Funds Leveraged: \$60,954

Other Partners: Hashemite Kingdom of Jordan  
Ministry of Tourism and Antiquities

This partnership employed a cultural resource management approach to assess the potential for tourism in Northern Jordan, the feasibility of a heritage center in Irbid, and the potential for sustainable microenterprise development through tourism in two small communities near the heritage sites of Umm Qais and Umm al Jimal. Partners have identified and assessed six new archeological sites and completed data collection. The data set includes a social and cultural survey, archaeological and cultural information on the six sites, analysis of tourism data, and assessment of infrastructure and tourism readiness in the communities along the tourist-ways. The partners have developed a close working relationship with the Ministry of Tourism and Antiquities, which granted them permission to use the archeological sites included in the eastern and western tourist-ways. Partners are engaged in completing a master plan for a heritage center in Irbid City and will present a plan for an eastern and western tourist-way to government and tourism officials.

### UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL/UNIVERSITY OF JORDAN

Award Date: MEPI 2003

Award Amount: \$93,685

Cost Share: \$149,726

This partnership is working to strengthen the M.A. program in American Studies at the University of Jordan (UJ) and to promote a global perspective in studies of U.S. history, culture, and society at both UJ and the University of North Carolina at Chapel Hill



## United States–Middle East University Partnerships Program

In cooperation with the U.S. Department of State's Middle East Partnership Initiative (MEPI) and USAID, ALO administers eight partnerships between colleges and universities in the United States and the Middle East. Under the U.S.–Middle East University Partnerships Program, the awards (of up to \$100,000 each) enable U.S. universities to work with higher education institutions in six countries in the Middle East to strengthen university programs in a number of different disciplines: business administration and economics, information and communication technologies, teacher education, media and journalism, and American studies. The objectives of this program are to expand partnerships between U.S. and Arab universities and their economic and civil society partners; improve the quality of faculty instruction, student research, and materials available at Arab universities; and enhance Arab universities' administrative and managerial capacity.

MEPI was founded to work with governments and people in the Arab world to support economic, political, and educational reform efforts in the Middle East and champion opportunity for all people of the region, especially women and youth. The initiative strives to link Arab, U.S., and global private sector businesses, nongovernmental organizations, civil society elements, and governments together to develop innovative policies and programs that support reform in the region.

The following ALO partnerships received awards under the U.S.–Middle East University Partnerships Program:

- DePaul University/University of Bahrain (Bahrain), page 45
- Murray State University/University of Bahrain (Bahrain), page 46
- Plattsburgh State University of New York/Institut National de Commerce (Algeria), page 45
- Southern Methodist University/University of Tunis El Manar (Tunisia), page 64
- University of Arkansas/Universite du Centre (Tunisia), page 64
- University of Connecticut/Ain Shams University (Egypt), page 50
- University of Missouri-Rolla/Mazoon College for Management and Applied Sciences (Oman), page 61
- University of North Carolina at Chapel Hill/University of Jordan (Jordan), page 55



(UNC). UNC/UJ faculty and student e-mail listservs have been set up to promote a sense of community between the partners and stimulate intellectual dialogue on study of the United States. Partners began work on a web page that will provide public information about the partnership and serve as an intellectual resource for UJ faculty and students researching the United States. Partners also conducted the first student-to-student linkage of the partnership. Two UNC courses, on African-American Islam and American culture, used video conferencing to enable students to participate in a transnational discussion of American Muslim women.

## LAOS

### CASE WESTERN RESERVE UNIVERSITY/NATIONAL UNIVERSITY OF LAOS

**Award Date:** 2002

**Award Amount:** \$100,000

**Cost Share:** \$844,792

**Other Partners:** Khon Kaen University (Thailand); Health Frontiers (an all-volunteer U.S. non-profit organization); Rainbow Babies; Children's Hospital

The training of Lao pediatricians and internists through this partnership will provide Laos with a core group of well-trained primary care physicians who can address the overwhelming health care needs of the Lao people. The partners are working to establish 1) an intensive three-year residency training program in internal medicine in Laos, 2) an office of postgraduate training and research, and 3) an institutional review board that meets international standards for human subjects protection. In addition, the partners will graduate two classes of six Lao pediatricians from a three-year residency program in pediatrics. The partnership has continued to provide administrative support to the Lao Faculty of Medical Sciences, including help in

establishing an Institutional Review Board for medical research.

### CASE WESTERN RESERVE UNIVERSITY/NATIONAL UNIVERSITY OF LAOS

**Award Date:** 1999 (completed January 2003)

**Award Amount:** \$100,000

**Cost Share:** \$742,674

**Other Partners:** Khon Kaen University (Thailand); Health Frontiers (an all-volunteer U.S. non-profit organization); Mahosot Hospital and Setthathirath Hospital (teaching hospitals in Vientiane); Rainbow Babies; Children's Hospital

This partnership developed Lao capacity to provide postgraduate training in pediatrics and internal medicine. With help from volunteer expatriate faculty, Case Western Reserve University successfully assisted the National University of Laos to develop the country's first full-time postgraduate medical education program. The partnership graduated eight Lao-trained pediatricians. Five of the graduates returned to their provincial hospitals and three joined the Lao pediatric faculty in Vientiane. The university launched a three-year internal medicine residency training program with six residents in training. Partners also established the Lao Pediatric Residency training program, with 19 physicians currently enrolled. Inspired by the success of the pediatric program, a new internal medicine residency curriculum was developed. Khon Kaen University (KKU) in Thailand has provided clinical training rotations for Lao pediatric residents in specialty fields not currently available in Laos. The partnership hosted 21 volunteer faculty visits from eight institutions, three of which were yearlong commitments.



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## MOROCCO

INDIANA STATE UNIVERSITY/UNIVERSITÉ HASSAN II  
—MOHAMMEDIA

Award Date: 2003

Award Amount: \$124,289

Cost Share: \$218,797

Other Partners: Moroccan Ministry of Higher  
Education

This partnership is working to strengthen the administrative and leadership capacity at institutions of higher learning in Morocco by developing a graduate Certificate Program in Higher Education Leadership and Administration. Indiana State University (ISU)/USAID Moroccan Fellows, a core group of 20 senior Moroccan administrators, will serve as in-country instructors and train additional Moroccan higher education administrators. The partners have developed a curriculum of six course modules to be delivered through distance learning and onsite instruction. The Fellows have participated in seminars and short-courses at ISU specifically designed to cover the six course modules, and two delegations from ISU have conducted seminars and workshops for the Fellows in Morocco. The ISU faculty worked with the administrators to develop strategic plans in the areas of sponsored programs, information technology, fund raising, student affairs, university public relations and marketing, community outreach and international relations, and quality assurance.

## NEPAL

INDIANA UNIVERSITY/KATHMANDU UNIVERSITY

Award Date: 1999 (completed November 2003)

Award Amount: \$100,000

Cost Share: \$149,674

Other Funds Leveraged: \$23,178

This partnership developed a model master's degree program. The partnership successfully launched a master's program in the social science dimensions of natural resource management (with 12 students granted admission to the first class) at the recently established Human and Natural Resources Center in Nepal. Partners have provided short-term technical assistance to Kathmandu University (KU) through a series of workshops in natural resources management. Partners used the Indiana University (IU) network to identify and engage a faculty member to teach at KU. They have assisted in course development, trained KU faculty in theory and research methods, and provided Ph.D. training for one KU faculty member at Indiana who returned to Nepal to teach in the new master's program. The partnership provided a strong foundation for future collaboration between the two institutions.

MICHIGAN STATE UNIVERSITY/INSTITUTE OF  
FORESTRY, TRIBHUVAN UNIVERSITY

Award Date: 2001

Award Amount: \$99,315

Cost Share: \$210,330

The partnership is supporting a new master of science (M.Sc.) degree program in forestry at the Institute of Forestry (IOF), Tribhuvan University. To date, the partnership has 1) built faculty expertise in natural resources and social science through visits to Michigan State University (MSU) and professional development workshops at IOF, 2) improved the curriculum of the M.Sc. in forestry at IOF, 3) established research programs for IOF students, and 4) strengthened

IOF library and Internet resources. An MSU faculty member has assisted with curriculum development and teaching on community forestry at IOF. Three two-week faculty training programs have been conducted for IOF staff on research methods, resource economics, and social/community forestry. Five IOF faculty members will participate in a three-week study tour at MSU. The partners plan to provide partial funding to carry out the M.Sc. thesis projects of current students. MSU faculty will offer a short course on research data analysis and provide technical assistance in developing a Community Forestry Resource Center at the Institute of Forestry.

#### RED ROCKS COMMUNITY COLLEGE/TRIBHUVAN UNIVERSITY

**Award Date:** 2002

**Award Amount:** \$98,829

**Cost Share:** \$78,055

**Other Funds Leveraged:** \$3,500

**Other Partners:** Colorado School of Mines; U.S. National Renewable Energy Laboratory

This partnership is preparing diploma and pre-engineering students to continue their studies in the environmental sciences. One Red Rocks Community College faculty member has taught mathematics at the Thapathali campus of Tribhuvan University's Institute of Engineering (IOE) and has encouraged IOE faculty to use alternative instructional methods. Four IOE faculty attended seminars at Red Rocks and met with officials from the Colorado School of Mines and the National Renewable Energy Laboratory. Partners collected data on failure rates among students at the IOE's three campuses. The partners then developed an introductory environmental science curriculum, including labs, and introduced the use of the TI-83 calculator as part of the overall goal of improving the performance of students in upper-level courses.

#### TUFTS UNIVERSITY SCHOOL OF VETERINARY SCIENCE/TRIBHUVAN UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$123,441

**Cost Share:** \$95,699

**Other Partners:** The National Zoonoses and Food Hygiene Research Centre; Heifer Project International, Nepal

This partnership is documenting the nature and extent of human health risks associated with livestock-derived food in four Nepalese communities. The partnership aims to improve public health education by creating a new course within the social mobilization curriculum of the Institute of Agriculture and Animal Science (IAAS) at Tribhuvan University, which addresses community-based public health interventions in livestock production. As a result of partnership activities, Heifer Project International (HPIN) has intensified its work with four women's groups and has opened a regional office in Chitwan. Two Nepalese veterinary students have carried out a prevalence study of *zoonotic salmonellosis* in poultry production units, supported by the Nepal national veterinary laboratory. An introductory course on social mobilization was given at IAAS to fourth- and fifth-year veterinary students, based on the results of the project's previous poultry research. The course included a health camp for farmers in the study community.



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UNIVERSITY OF COLORADO AT BOULDER/  
TRIBHUVAN UNIVERSITY

**Award Date:** 2000 (completed June 2003)

**Award Amount:** \$100,000

**Cost Share:** \$309,847

**Other Partners:** Winrock International; USAID  
Global Environment Center; National  
Renewable Energy Laboratory; Siemens  
Showa Solar; Institute for Sustainable  
Power

This partnership developed a master's-level curriculum in renewable energy technologies. Partners launched the M.S. program with an inaugural class of 16 students, and were involved in building a laboratory for training and research at Tribhuvan University's Institute of Engineering and Center for Energy Studies. Partners also collaborated on the planning and fund raising for a new Energy Park and Zero Energy Building, which will serve as a focal point for the renewable energies technology program and a laboratory for graduate students. Faculty members from the partner institutions shared expertise on renewable energy technology, toured renewable energy sites in Nepal, and met with Nepalese engineers as well as government and utility officials from 11 institutions. The partners trained 269 Nepalese, including Members of Parliament, village officials, health workers, and school teachers, in renewable energy technologies.

WASHINGTON UNIVERSITY IN ST. LOUIS/TRIBHUVAN  
UNIVERSITY

**Award Date:** 1999 (completed July 2002)

**Award Amount:** \$99,971

**Cost Share:** \$101,241

**Other Partners:** Nepal country office of the United  
Nations Development Program; Stree  
Shakti; Nepal Forum for Women, Law and  
Development; Nepal Water for Health;  
Center for Legal Research and  
Development; Forum for Protection of  
Human Rights; Center for Women/Children  
and Community Development; Human  
Rights Organization of Nepal Institute of  
Human Rights; Environmental and  
Development International

This partnership broadened legal training in Nepal to include a focus on social policy. The partners designed a new social policy analysis course, which introduces law students to social policy tools critical for sound advocacy. They also launched a partnership web site to give faculty and students access to a comprehensive bibliography of published legal materials and sustainable development topics related to Nepal, and they established Tribhuvan University (TU) Law School's first computer lab. The partnership placed 13 U.S. social work students in internships at organizations in Nepal, working in areas such as human rights, environment, and the empowerment of women. The partnership also played a large role in the development of the TU's Centre for Human Rights in 2001, the first institution of its kind in Nepal. The focus of the Centre is to strengthen and promote teaching, training, and research on human rights and international humanitarian law.

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## OMAN

UNIVERSITY OF MISSOURI-ROLLA/MAZOOON  
COLLEGE FOR MANAGEMENT AND APPLIED  
SCIENCES

Award Date: MEPI 2003

Award Amount: \$99,486

Cost Share: \$57,394

This partnership is working to establish an honors certificate program to provide female Omani business students at Mazoon College with theory, practical application, and experience in the areas of business innovation and entrepreneurship. The new honors program will include six courses, two seminars, and a job fair. Sixteen students are enrolled in the business innovation and entrepreneurship development program. The partners planned to offer four courses in the spring of 2004, and have completed two full courses—Finance I and Managerial Economics I—taught by Missouri-Rolla faculty. The partners have been using a “twinning” arrangement, where one professor from UMR has taught the first part of the course, with a resident faculty member from Mazoon serving as facilitator. This method has proven very effective and will help ensure a sustainable program.

## PHILIPPINES

CORNELL UNIVERSITY/LEYTE STATE UNIVERSITY

Award Date: 2003

Award Amount: \$125,000

Cost Share: \$92,000

Other Funds Leveraged: \$38,000

Other Partners: University of San Carlos; Central Visayas State College for Agriculture, Forestry and Technology; Eduardo Aboitiz Development Studies Center; PROCESS Foundation-Bohol; International Institute for Rural Reconstruction; Maguugmad Foundation; World Neighbors; International Center for Research on Agroforestry; Bohol Alliance of NGOs; Soil and Water Conservation Foundation; selected local government units from Leyte, Bohol, and Cebu provinces; Region 8 Department of Environment and Natural Resources; several others

Partners are collaborating to support local government and community-led efforts to improve the management of critical watersheds in the Central Philippines. Sixteen working groups are working to strengthen local governance of watersheds, increase institutional capacity to support community-based natural resource management, increase rural residents' and local governments' understanding of the National Integrated Protected Area Law, and develop innovative curricula and learning approaches to train community development practitioners and natural resource management specialists. To bolster local watershed management, the partners will develop and implement an approach that effectively combines the universities' capacities in education, research, and outreach with NGO capacities in community organizing, advocacy, participatory learning, and action. The partners convened two workshops at Leyte State University (LSU) attracting more than 50 participants from 16 diverse organizations. As a result of this collaboration, LSU is preparing to establish a new major in community development and a Ph.D. program in extension education.

**UNIVERSITY OF SOUTH CAROLINA/MAPÚA  
INSTITUTE OF TECHNOLOGY**

**Award Date:** 1999 (completed November 2003)

**Award Amount:** \$100,000

**Cost Share:** \$149,796

This partnership collaborated with industry, government, and NGOs to develop community involvement and provide graduate environmental engineering education for the management of natural resources. The partners 1) designed and implemented an M.S. degree in environmental engineering to provide state-of-the-art graduate environmental education at Mapúa, 2) incorporated principles of sustainable development into existing undergraduate engineering curricula, and 3) created an Office of Research Promotion and Coordination to manage research facilities and contracts and coordinate research and funding activities. The University of South Carolina donated books and journals to Mapúa Tech to support the new M.S. program and research efforts. Outreach activities were a strong component of the partnership, with partners holding in-house and national seminars on environmental engineering and sustainable development for 841 host country nationals.

**UNIVERSITY OF WASHINGTON/DE LA SALLE  
UNIVERSITY**

**Award Date:** 2002

**Award Amount:** \$99,210

**Cost Share:** \$73,851

**Other Partners:** The Asia Foundation; The Philippine Department of Trade and Industry

This partnership is developing a new academic program in Internet studies at De La Salle University that will engage an interdisciplinary group of faculty and involve distance learning as well as traditional classroom courses. A faculty committee has been formed to provide two courses, Technology and

Society, and Governance and Institutional Development, that will form part of the university's new general education curriculum. Partners have also commenced two major research projects, one titled The ICT Outsourcing Sector in the Philippines: Policy Demands and Challenges, and one focused on university approaches to teaching, researching, and service regarding the societal impact of information technology. Partners have conducted workshops for nearly 233 host country nationals promoting transparent and accountable national and local governance by adopting reforms and e-government systems. The partners developed an online seminar on outsourcing, which is engaging students from both institutions.

**UNIVERSITY OF WASHINGTON/SILLIMAN UNIVERSITY**

**Award Date:** 1999 (completed April 2003)

**Award Amount:** \$88,900

**Cost Share:** \$44,369

**Other Funds Leveraged:** \$707,000

**Other Partners:** Coastal Resources Management Project; Coastal Conservation and Education Foundation; University of Rhode Island Coastal Resources Center

This partnership broadened the existing Internet-based collaboration between the University of Washington (UW) and Silliman University (SU) and developed a wider partnership through faculty exchanges, joint curriculum planning, and student internships for participating institutions. The collaboration also included joint research focused on solving environmental issues in the Philippines. The partners created an interactive web site to link 57 students, six faculty, and four coastal management practitioners at SU and at UW's School of Marine Affairs. Two Silliman faculty members were visiting scholars at UW, where they conducted research and audited and taught courses. Two UW graduate students served as interns in the Philippines and conducted original research for thesis projects in





collaboration with Silliman faculty. Supported by supplemental funds from the National Science Foundation and the David and Lucile Packard Foundation, the partners also established a joint research project that produced environmental education materials.

## SRI LANKA

### KAPI'OLANI COMMUNITY COLLEGE/CEYLON HOTEL SCHOOL GRADUATES ASSOCIATION

**Award Date:** 1998 (completed December 2000)

**Award Amount:** \$48,260

**Cost Share:** \$27,369

**Other Partners:** Ceylon Hotel School Graduates Association; Ceylon Hotel School and School of Tourism; Prince Resorts Hawaii; Sri Lanka Tourist Board; Chef Guild of Sri Lanka

Kapi'olani Community College and the Ceylon Hotel School worked together to develop the tourism industry in Sri Lanka. The partners conducted a two-day hands-on workshop for Sri Lankan chefs at the Ceylon Hotel School in Kandy, which was followed by several smaller workshops for Sri Lankan student chefs. Executive chefs and students from Sri Lanka traveled to Kapi'olani for three-month internships on Oahu and neighboring islands. Although civil unrest in Sri Lanka made the second year of the partnership a challenge, a further round of workshops and internships proceeded as planned. The partners met their goal of training more than 400 students, chefs, hospitality managers, and employees in hotel operations, tourism and travel, food and beverage management, general management, and culinary arts.

## THAILAND

### JOHNSTON COMMUNITY COLLEGE/THAI MINISTRY OF EDUCATION

**Award Date:** 2004

**Award Amount:** \$100,000

**Cost Share:** \$195,791

**Other Partners:** North Carolina Community College System; Honolulu Community College; Crowder College; the Association of Community College Trustees; Community Colleges for International Development; Kenan Institute Asia; U.S. Department of Education

The "East-West Community College Partnership" focuses on the one-year-old community college system of Thailand, specifically on the area of trustee training. The Thai government identified trustee training as a critical area of expertise needed to promote greater local control and decentralization of decision making in this new segment of Thai higher education. Through targeted workshops, this partnership will explain the role of community college trustees in the United States and provide examples and guidance for Thai partners in such areas as governance, budgeting, fund raising, and workforce development leadership. The newly trained trustees will have the skills to act with a greater level of independence and innovation.



## TUNISIA

### SOUTHERN METHODIST UNIVERSITY/UNIVERSITY OF TUNIS EL MANAR

**Award Date:** MEPI 2003

**Award Amount:** \$98,661

**Cost Share:** \$102,103

To ease Tunisia's shortage of quality faculty members in computer science, this partnership is creating opportunities for Tunisian computer science faculty members to 1) gain the training and expertise needed to supervise and produce more Ph.D. graduates who can serve as future faculty members; 2) mentor and train other faculty members; 3) teach modern subjects to produce qualified graduates who meet and exceed international standards for skills and competence; 4) conduct research in information and communication technology (ICT) that is recognized for its quality and impact; and 5) develop entrepreneurship skills to form linkages with industry and business organizations. The U.S. partnership directors have given several undergraduate and graduate lectures on ICT topics and entrepreneurship and technology transfer, and they have established new opportunities for cooperation with several academic and industrial institutions in the area. Two Tunisian Ph.D. candidates attended an ESL summer program and began graduate coursework and research activities related to their theses at Southern Methodist University.



### UNIVERSITY OF ARKANSAS/UNIVERSITÉ DU CENTRE AT SOUSSE

**Award Date:** MEPI 2003

**Award Amount:** \$100,000

**Cost Share:** \$212,487

The University of Arkansas (UA) and the Université du Centre (UC) are creating an innovative undergraduate core business curriculum at UC that will integrate all aspects of business education into courses based on business processes. The partners are also developing pilot executive education programs

in business management, strategic retailing, and supply chain logistics. The partnership has developed an enterprise approach to the undergraduate core curriculum. Three UC faculty members spent three weeks at UA to learn about this approach and how it might be applied in their educational program. The result was a plan to develop courses using materials prepared by UA's Walton College of Business (WCB) faculty, modified to account for cultural and resource differences between the two institutions. The courses will be offered as an innovative undergraduate program to about 40 students at UC on a pilot basis. WCB faculty collected 400 to 500 business and economics books to ship to UC during summer 2004.

## VIETNAM

### KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM/KIEN GIANG COMMUNITY COLLEGE

**Award Date:** 2004

**Award Amount:** \$95,221

**Cost Share:** \$161,340

**Other Partners:** Mohawk Valley Community College; Richland College; Jefferson Community College; Texas Tech University

This partnership is working to develop an information technology (IT) curriculum at Kien Giang Community College (KGCC). The partners will train Vietnamese faculty in IT and workforce development, make the curriculum relevant to workplace needs, and integrate English for Special Purposes (ESP) into the KGCC IT program to promote educational quality and contribute to economic development. These objectives will be accomplished through training sessions held at KGCC, a training session held in the United States, and ongoing online mentoring. The partners expect to establish a workforce development model that can be used by other community colleges and institutions in Vietnam.

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**PURDUE UNIVERSITY/CANTHO UNIVERSITY/NONG LAM UNIVERSITY**

**Award Date:** 2003

**Award Amount:** \$125,000

**Cost Share:** \$37,496

**Other Partners:** Terres des Hommes; Ministry of Agriculture, Vietnam

This partnership focuses on developing a university curriculum that highlights ways to promote economic development, alleviate poverty, and protect the environment. Partners will develop a set of environmental case studies for use as core materials in courses and programs at the undergraduate and graduate levels. Four case study topics have been selected: assessing economic and environmental tradeoffs in cacao production; sustainable development of upland protected bufferzone areas; improving management of biological resources in the Tam Giang Lagoon; and assessing public participation in mangrove forest management in Can Gio. The case studies have been developed for use in Vietnam, but partners expect to translate one of the studies into English for use at Purdue. Partners have formed an advisory group that includes representatives of NGOs, USAID, and Vietnam's Ministry of Agriculture. The partners have enhanced faculty and staff skills in case study development, student assessment, and production of digital videos.

**WEST BANK/GAZA**

**CALVIN COLLEGE/BIRZEIT UNIVERSITY**

★ **Special Initiative:** 2000 (completed February 2003)

**Award Amount:** \$100,000

**Cost Share:** \$61,470

**Other Partners:** Timmermans Environmental Services; Palestinian Water Authority; Palestinian Ministry of Culture; Palestinian Ministry of Planning; American Center of Oriental Research

The partners developed an environmentally sound plan for sustained use of the Wadi al-Far'a basin's water supply by the Palestinian population of the West Bank. A study of the hydrogeology and political ecology of the Wadi al-Far'a watershed helped create the plan. Partnership activities focused on establishing a model for the long-term conservation and use of the water supply for the Wadi al-Far'a catchment. Essential data for this model was gathered and distributed among partners to develop reports that focused on six sectors of research: topography, hydrology and geology; water resources and water rights; land use; built-up areas; archaeological sites, and pollution and its effects. Faculty and students from Calvin College visited the region on numerous occasions. Partners developed a partnership web site for easier communication and research access. The Palestinian Ministry of Planning and Ministry of Culture made significant contributions to the partnership, including consultation and use of government facilities.

#### GEORGIA STATE UNIVERSITY/AN-NAJAH NATIONAL UNIVERSITY

- ★ **Special Initiative:** 2000 (completed October 2003)
- Award Amount:** \$98,805
- Cost Share:** \$105,688
- Other Funds Leveraged:** \$5,000
- Other Partners:** The World Bank Institute (WBI); Palestine Economic Policy Research Institute (MAS)

This partnership bolstered capabilities in public policy analysis to support anticipated public sector reforms in the Palestinian territories. Senior Georgia State University (GSU) faculty reviewed An-Najah National University's master's degree program in economic policy management and organized a "virtual seminar" at GSU for Palestinian partners on "Strengthening Fiscal Policy Analysis in Palestine." In addition, the partners posted research papers, slides of presentations, and streaming audio of seminar presentations on the Internet and sent CD-ROM copies of the materials to An-Najah. GSU partners also shipped econometrics software to colleagues in Palestine, which An-Najah will use as part of their graduate program.

#### JOHNS HOPKINS UNIVERSITY/AL-QUDS UNIVERSITY

- ★ **Special Initiative:** 2000 (completed October 2003)
- Award Amount:** \$100,000
- Proposed Cost Share:** \$48,042

This partnership responded to the need for public health training in the West Bank and Gaza through curriculum development, skill enhancement, operational research, and practical training. The partners reviewed the health services management curriculum at Al-Quds University (AQU) and suggested key textbooks. Partners also collaborated on research topics based on Palestinian needs, including genetic disorders related to consanguineous marriage and injuries. These research topics helped develop and promote ongoing communication and collaboration

between Johns Hopkins University and AQU. The partners upgraded the existing technical capability at two AQU campuses (Gaza and Al-Beireh). These upgrades included buying four computers and three printers, establishing a local network at Al-Beireh campus, and installing a wireless Internet connection at Gaza.

#### PURDUE UNIVERSITY/ISLAMIC UNIVERSITY OF GAZA (WEST BANK)

- ★ **Special Initiative:** 2000 (completed January 2003)
- Award Amount:** \$99,876
- Cost Share:** \$32,117
- Other Partners:** Bethlehem University; An-Najah National University; Palestinian Water Authority

This partnership addressed the water resource management needs of the region by establishing a formal master of science (M.S.) program in water resource management at Islamic University of Gaza (IU/Gaza). The new master's program incorporates a competency-based approach, in which specific skills and abilities needed by graduates have been identified and relevant courses produced. Partners developed two courses for the new M.S. program, Groundwater Flow and Water Utility Administration and Management. One computer and multimedia lab was also established at IU-Gaza. A major result of the partnership has been the establishment of a network of water management researchers and educators in Gaza and West Bank.

#### UNIVERSITY OF GEORGIA/BIRZEIT UNIVERSITY/AL-AZHAR UNIVERSITY OF GAZA

★ **Special Initiative:** 2000 (completed

December 2003)

**Award Amount:** \$95,814

**Cost Share:** \$170,617

**Other Partners:** An-Najah National University

This partnership worked to develop the Palestinian legal system by building capacity in law and policy, including water resource law, commercial law, intellectual property law, and alternative dispute resolution. The partners conducted a weeklong workshop on commercial law at the University of Georgia (UGA) for faculty from the law schools of Birzeit University, Al-Azhar University, An-Najah University, and Al-Quds University. UGA designed a partnership web page and bulletin board to ease communication among partners and post project-related publications and materials. To overcome travel restrictions, a seminar on intellectual property law conducted by UGA faculty was videotaped and sent to Palestinian partners. Thanks to the partnership, the UGA historic preservation law faculty became interested in the development of Palestinian historic preservation policies.

#### UNIVERSITY OF MARYLAND, EASTERN SHORE/PALESTINE POLYTECHNIC UNIVERSITY

**Special Initiative:** 2000 (completed October 2003)

★ **Award Amount:** \$99,968

**Proposed Cost Share:** \$45,400

**Other Partners:** Al-Azhar University; The Islamic University of Gaza

This partnership collaborated to teach applied information technology to science faculty involved in the management and improvement of existing scarce water resources in the West Bank and Gaza. Two scientists from Palestine Polytechnic University (PPU) underwent advanced training on Geographic Information Systems (GIS) and

hydrological modeling. One faculty member from PPU spent two weeks at the University of Maryland, Eastern Shore (UMES), received training in GIS technology and water quality, and visited water treatment facilities in the Washington, D.C., area. U.S. partners installed training software on laptop computers for their Palestinian colleagues, prepared lysimeters, and computerized runoff water and subsurface collectors for water quality training activities. UMES partners also provided textbooks and laboratory materials for their partners.

#### UNIVERSITY OF OKLAHOMA/BETHLEHEM UNIVERSITY

**Special Initiative:** 2000 (completed October 2003)

★ **Award Amount:** \$100,000

**Proposed Cost Share:** \$85,391

**Other Partners:** An-Najah National University; Al-Quds University, Birzeit University

This partnership trained Palestinian scientists to perform groundwater modeling. Faculty members from Bethlehem University received training at the University of Oklahoma (UO) in two workshops. The workshops included demonstrations of a UO-developed hydrologic model; discussion of the MODFLOW model, developed by the U.S. Geological Survey; and discussion of applying resistance tomography to imaging parched aquifers. Participants in the first workshop also visited a wastewater treatment plant and drinking water facility in Norman, Oklahoma. U.S. specialists introduced the Palestinians to their research and compared notes with Palestinian colleagues regarding their knowledge and experience in shared fields.





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## SE ASIA REGIONAL

UNIVERSITY OF WASHINGTON/CHULALONGKORN  
UNIVERSITY

**Award Date:** 1998 (completed September 2001)

**Award Amount:** \$99,817

**Cost Share:** \$311,626

**Other Funds Leveraged:** \$135,000

**Other Partners:** Asia Pacific Economic

Cooperation-Universities in Cambodia,  
Indonesia, Malaysia, the Philippines,  
Thailand, and Vietnam

This partnership developed an Internet-based model of the river basins of Southeast Asia to enhance regional decision making on water resource management and established a wide network of scientists and policy makers in the area of integrated coastal management. The partnership created a complete data model of the physiology and hydrology of six major river systems in Southeast Asia and gave a presentation at a conference of the Mekong

River Commission attended by more than 100 scientists and policy makers. Six University of Washington students were trained in hydrological modeling, chemical flux studies, and other techniques at Chulalongkorn University (CU), and partners established formal links with five regional scientific and policy-making bodies. The CU partnership director has been appointed to serve on three national and regional organizations responsible for water resource allocation policy decisions.

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# EUROPE AND EURASIA

*“One of the creative components of this course is the presence of international experts working in the Republic of Macedonia to speak on issues related to numerous subjects including legal reform, local government, election reform, and economic change. Bringing these individuals on to campus not only provides a valuable educational experience for the students, but also increases the awareness of South East European University [Macedonia] as a functioning and vibrant institution.”*

—Charles Reafsnider, Indiana University/South East European University (Macedonia)

Since 1998, ALO has supported 19 higher education partnerships with institutions in nine countries in Europe and Eurasia. Russia has hosted the most partnerships, six, while Croatia has hosted three, and Romania, the Ukraine and Uzbekistan have each hosted two. Georgia and Macedonia have each hosted one partnership. The Workforce Development Partnerships program, in cooperation with the American Association of Community Colleges (AACC), funded one partnership in Russia and one partnership in Uzbekistan. The USAID Mission in Skopje sponsors the Macedonia partnership.

## CROATIA

CLEVELAND STATE UNIVERSITY/UNIVERSITY OF RIJEKA

Award Date: 2004

Award Amount: \$99,981

Cost Share: \$41,943

This partnership will develop and implement Croatia's first graduate curriculum in public administration. The program will offer a specialization in municipal management in order to increase local government capacity to manage public resources. The partners are working to 1) develop a model Master of Public Administration (MPA) program at the University of Rijeka, designed in a manner compatible with European Union standards for higher education and replicable at other universities in Croatia and Central Europe; 2) enroll the first MPA class of 25 to 30 students at the University of Rijeka; and



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3) improve local governance through the development of professional administrative skills at the local level.

**MONTANA STATE UNIVERSITY/UNIVERSITY OF ZAGREB/OSIJEK UNIVERSITY**

**Award Date:** 2001

**Award Amount:** \$99,675

**Cost Share:** \$109,775

**Other Partners:** Rocky Mountain Supply Company; Darigold, Inc.; Farm Credit Systems Office in Bozeman; Flathead Farmers Universe; Bozeman Community Food Cooperative

This partnership is institutionalizing and increasing community capacity in Croatia's agricultural sector by fostering a cooperative business movement. The partnership conducted a workshop with the Croatian Agricultural Grower Association to discuss the economic benefits of forming an agricultural cooperative. The partners have also made presentations on cooperatives to the Croatian Cabbage Farmers and Potato Farmer Associations. Partners have translated 16 cooperative business references for outreach purposes and have incorporated cooperative business content into existing agricultural business courses at the University of Zagreb and Osijek University. The partnership has strengthened the course content offered at these institutions and has exposed Croatian faculty to innovative teaching methods.

**UNIVERSITY OF GEORGIA/UNIVERSITY OF ZAGREB**

**Award Date:** 2002

**Award Amount:** \$99,996

**Cost Share:** \$104,599

**Other Funds Leveraged:** \$10,000

**Other Partners:** I. Pilar Institute

This partnership is collaborating with rural communities and local governments to increase employment, income, and economic sustainability in rural towns and villages in

Croatia. Partners are building upon the traditional elements of the rural community such as handicrafts, architecture, agriculture, food, history and culture, as the basis for economic growth and tourism in towns beyond the coastal areas of Croatia. A delegation of 11 participants visited the University of Georgia (UGA) to discuss models of successful tourism-based growth. Representatives of government, entrepreneurs, and the University of Zagreb (UZ) attended workshops that UGA conducted in Croatia on sustainable development and tourism. Partners have been working with local officials in Zumberak to create a Center for Rural Outreach to serve a tourism development and information center. UZ and UGA have conducted collaborative research in areas such as tourist trends and zones, restoration of houses and crafts, and landscape assessment.

**GEORGIA**

**GEORGIA STATE UNIVERSITY/CAUCASUS SCHOOL OF BUSINESS**

**Award Date:** 2002

**Award Amount:** \$99,955

**Cost Share:** \$49,880

This partnership is teaching Georgian women to manage small, self-owned businesses and to serve as leaders and managers in larger businesses. The partnership integrates women's issues such as managing family and work, networking, and gender dynamics with business management instruction within the context of Georgian culture and the needs of Georgian business and industry. The partnership developed a Georgian language training manual for train-the-trainer sessions, trained 33 businesswomen in managing and organizing a small business, and conducted a second session of management training that drew 80 businesswomen participants. Partners have focused recruitment efforts on businesswomen from different regions of Georgia who might

not otherwise have the opportunity for leadership training. Several trainees have found jobs, been promoted to managerial positions, and been able to secure loans. Many have also expressed interest in continuing their education by enrolling in an MBA program.

## KYRGYZSTAN

INDIANA UNIVERSITY/AMERICAN UNIVERSITY-  
CENTRAL ASIA

Award Date: 2004

Award Amount: \$100,000

Cost Share: \$53,878

This partnership will create an undergraduate minor in public administration at the American University-Central Asia (AUCA) for students seeking careers in local and national government and nongovernmental (nonprofit) organizations. The partners are working to 1) develop a public administration minor comprising 15 credit hours of coursework (five courses); 2) adopt generally recognized principles of public administration education and research in the United States to the needs of Kyrgyzstan and Central Asia; 3) conduct short-term curriculum development training for three AUCA faculty (one of whom will also complete two years of advanced degree work at Indiana University); 4) develop a Service Learning Plan for AUCA, and 5) expand AUCA's library resources in public administration.

## MACEDONIA

INDIANA UNIVERSITY/SOUTH EAST EUROPEAN  
UNIVERSITY

★ Special Initiative: 2001

Award Amount: \$2,325,000

Cost Share: \$584,499

Other Partners: Indiana Consortium for  
International Programs—USAID/Macedonia,  
USAID/Europe and Eurasia Bureau;  
Organization for Security and Cooperation  
in Europe; Sabre Foundation

This Special Initiative is building the institutional capacity of South East European University (SEEU) as a new multilingual, multi-ethnic institution that offers a Western-style curriculum, high-quality teaching, action-oriented research, and community outreach. Among significant accomplishments, the partnership has developed and taught an intensive ESL program for students and professionals at SEEU and redesigned the SEEU computer center and trained 22 local full-time and part-time instructors. The partners have begun a one-semester computer literacy curriculum, required of all students, and sponsored visits to SEEU by U.S. faculty in business, education, communications, law, and public administration to consult on curriculum design, teach courses, offer faculty workshops, and conduct joint research projects. The partners selected and enrolled six SEEU junior faculty for M.A. fellowships at IU and other Indiana institutions, who will return to SEEU to teach. Also, the partners have enrolled SEEU ESL teachers in an online certificate course in language education, the first at any Macedonian university. SEEU's Chief Information Technology Officer took a three-week training program in university information systems technology at IU, and 10 IT instructors from SEEU have undertaken a second distance IT course leading to an IU certificate. The partners have delivered approximately 16,000 textbooks and reference materials to the SEEU library, donated by the Sabre Foundation. An IU library consultant

visited SEEU for two weeks and an SEEU librarian traveled to Indiana to for one month of training at U.S. partner institutions. SEEU has also received much-needed educational support equipment from IU partners.

## ROMANIA

SOUTHERN CONNECTICUT STATE  
UNIVERSITY/TECHNICAL UNIVERSITY OF  
CLUJ-NAPOCA

Award Date: 2004

Award Amount: \$88,602

Cost Share: \$49,110

This partnership will create an educational center and curricular model that will support a growing cadre of business people in the Cluj region of Romania who are adopting free market principles in order to succeed in the global economy, thereby creating jobs and a vibrant regional economy. Through the Romanian-American Center for Entrepreneurship Education Management Development, the partners are establishing a regular schedule of training workshops in management, marketing, finance, entrepreneurship/strategy, and business communication. Workshop participants will return to their businesses to implement the policies and procedures discussed in the training workshops and thus contribute to a culture of entrepreneurship in the Transylvania region of Romania. Partners will also promote awareness that business people in the global economy need continuing education and extended learning.

## TIFFIN UNIVERSITY (GCDC)/UNIVERSITY OF BUCHAREST

Award Date: 1999 (completed January 2003)

Award Amount: \$98,289

Cost Share: \$86,000

Other Funds Leveraged: \$123,947

Other Partners: Council of International Programs USA (CIPUSA); Ministry of Justice; Ministry of the Interior; Ohio Department of Development; Ohio Attorney General's Office; Office of the Governor of the State of Ohio; local police departments; Bureau of Alcohol, Tobacco and Firearms; Drug Enforcement Agency; Department of Health and Human Services; National Association of the Fraternal Order of Police; San Diego State University; Terra Community College; Ohio State University; Loyola University; Women's Organization of Moldova; the probation center in Timisoara

This partnership created a School of Criminal Justice (SCJ) at the University of Bucharest (UB), the first of its kind in Eastern and Central Europe. The partners developed a master's-level criminal justice course. In September 2001, UB graduated its first class of 15 master's degree students from the SCJ. Students in the course included the general director of Romania's prison system and members of his staff, administrators from the Ministries of Justice and Interior, and members of the police force. The partners added probation, juvenile justice, parole, and restorative justice to the curriculum, areas new to Romania's legal landscape. *Introduction to Criminal Justice*, a book written by the Tiffin University partnership director, was translated into Romanian to be used as the seminal text for the program. The president and prime minister of Romania affirmed their support for expanding the master's-level program to five other Romanian universities, including the West Timisoara University, where partner faculty will serve as visiting professors.



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## RUSSIA

### HARFORD COMMUNITY COLLEGE/MOSCOW MEDICAL COLLEGE #1

Award Date: 1998 (completed May 2001)

Award Amount: \$49,980

Cost Share: \$54,000

This partnership expanded the role of nurses in Russia and contributed to nursing reform by developing curricula and providing seminars on nursing theory and practice, and emerging professional issues. During a visit to Moscow Medical College (MMC) #1 in 1999, Harford Community College (HCC) representatives gave a presentation at the Third International Scientific and Practical Conference, which focused on the state of nursing reform in Russia. The conference was attended by representatives from 14 colleges and schools of nursing throughout Russia. HCC representatives returned to MMC #1 to help evaluate and revise the second-year nursing course syllabus. They also delivered lectures on nursing philosophy, legal issues, nursing documentation, and performance evaluation to 49 nurses, physicians, and administrators at Moscow Municipal Hospital (MMH) #36. During a follow-up visit to Russia, HCC representatives helped further develop the nursing curriculum at MMC #1 and lectured at MMH #64 on various topics, including the role of the head nurse, documentation, the regulation of the nursing industry, and rehabilitation nursing. Partnership activities also included lectures at Moscow Tuberculosis Hospital, presentations on curriculum development, and the first visit to Russia by four HCC nursing students.

### HARFORD COMMUNITY COLLEGE/MOSCOW MEDICAL COLLEGE #1

Award Date: 2001 (completed October 2003)

Award Amount: \$62,420

Cost Share: \$64,800

Other Partners: Upper Chesapeake Medical System; Citizen Care Center; Moscow Municipal Hospital #36; Moscow Municipal Hospital #64; Moscow Tuberculosis Hospital #52; Moscow Municipal Hospital #15; Invalids of War Hospital; Zelenograd Nursing College

This partnership designed and implemented a continuing education system for nursing that integrates the nurse as a key member of the health care team and promotes nursing reform in hospitals and nursing schools. Activities concentrated on delivering continuing education to practicing nurses on applying the nursing process to patient care. Work also focused on general education and training on topics pertinent to nursing reform. The partners targeted hospitals and facilities used by the typical Russian citizen for their training and outreach workshops and seminars. The partners trained 310 individuals from several Russian colleges and hospitals, and several delegations of Russian educators and health care practitioners visited Harford and surrounding hospitals and facilities to view the work of U.S. nurses in hospitals and nursing homes.



#### HASKELL INDIAN NATIONS UNIVERSITY/GORNO-ALTAISK STATE UNIVERSITY

**Award Date:** 1999 (completed March 2003)

**Award Amount:** \$99,658

**Cost Share:** \$84,171

**Other Funds Leveraged:** \$225,893

**Other Partners:** University of Kansas; Kansas State University

This partnership developed a model program for community-based water quality monitoring in remote villages in the Altai Republic in Siberia. The partnership provided training to Russian and U.S. partner institutions in water quality assessment methodology, and captured and interpreted traditional ecological knowledge. As a result of this partnership, eight new institutional programs, policies, and curricula were developed at both the U.S. and the Russian institutions. With supplemental funding from the U.S. Environmental Protection Agency, the partnership created and distributed 100 water-testing kits for public schools and community groups in the Altai Republic and in Kansas. The partnership has leveraged extra funding in the form of grants from the Environmental Protection Agency, United States Department of Agriculture, National Endowment for the Humanities, National Security Education Program, and the Education and Employment Training Department of the Shoshone-Bannock Tribe, Fort Hall, Idaho. One of the most positive outcomes of this partnership was the exchange between faculty and students who share an indigenous heritage and who are confronted with similar environmental concerns.



#### KANSAS STATE UNIVERSITY/GORNO-ALTAISK STATE UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$125,000

**Cost Share:** \$38,148

**Other Partners:** Civil Society Group; *Lawrence Journal World*

This partnership will improve higher education leadership and promote administrative change at Gorno-Altai State University (GASU) by developing and establishing a journalism curriculum. The partners are designing an online journalism and media relations curriculum that focuses on science reporting and environmental advocacy for working journalists and university students, creating a model for professional internships for students from underserved groups, and improving GASU's media relations capacity. The partnership is designed to improve and extend GASU's course offerings by applying information technology and developing a continuing education program that addresses local needs. Local media outlets and community representatives are participating in the design of the program to ensure that the resulting curriculum will meet professional and community educational needs.

#### PURDUE UNIVERSITY/NOVGOROD STATE UNIVERSITY

**Award Date:** 1998 (completed February 2001)

**Award Amount:** \$99,734

**Cost Share:** \$399,359

**Other Funds Leveraged:** \$18,900

**Other Partners:** University of Maryland

This partnership developed a model graduate and undergraduate environmental sciences and policy curriculum. The partnership instituted additional courses that addressed environmental concerns. A team of 11 Novgorod State University (NSU) educators traveled to Purdue and Maryland to work on the new curriculum, with an emphasis on joint classroom and laboratory exercises.

U.S. faculty members donated personal computers, textbooks, lab manuals, journals, and videos to the library at NSU's School of Environmental and Natural Resources and the Agricultural and Natural Resources Academy. The partners held a final dissemination conference at NSU attended by 53 people from 16 institutions of higher learning in north-western and central Russia and academics from Finland, Belarus, and Kazakhstan. The USAID Moscow environmental officer expressed an interest in expanding the program elsewhere in Russia. The partnership created a web site, which allows U.S. and Russian educators and students to share data, collaborate on joint assignments, and develop further research.

#### UNIVERSITY OF WYOMING/SARATOV STATE SOCIO-ECONOMICS UNIVERSITY

**Award Date:** 2003

**Award Amount:** \$123,930

**Cost Share:** \$103,370

**Other Funds Leveraged:** \$4,000

**Other Partners:** Saratov small businesses

The University of Wyoming (UW) and Saratov State Socio-Economics University (SSEU) are partnered to develop high-end business skills in e-business for entrepreneurs. The partners are developing SSEU's ability to deliver courses in e-business as a regular part of its curriculum and as a part of its outreach to local Saratov businesses. Partnership activities are based on the model of UW's College of Business intensive summer course, which provides training in computer science and business management, applying technology solutions to address business problems. The partners are training individuals to manage technology-based organizations, integrate technology into existing organizations, and develop new products and processes customers will value.

## UKRAINE

### TENNESSEE STATE UNIVERSITY/L'VIV INSTITUTE OF MANAGEMENT

**Award Date:** 2000 (completed April 2003)

**Award Amount:** \$99,686

**Cost Share:** \$71,340

**Other Funds Leveraged:** \$10,000

**Other Partners:** Brentwood Chamber of Commerce; Nashville Area Chamber of Commerce; Jefferson City Chamber of Commerce

This partnership enhanced management training and promoted private-sector ties among firms in western Ukraine, Middle Tennessee, and central Missouri. The partners arranged faculty exchanges among partnering institutions in those three locations for curriculum reform and collaborative research, and promoted private sector relations through visits of Ukrainian businesspersons to the United States. Over the course of the partnership, 23 faculty and staff exchanges took place. U.S. faculty who visited Ukraine offered short courses in marketing and management and e-commerce, and Ukrainian faculty visiting the United States observed business school courses, toured small businesses, and collaborated in research. Tennessee State University and Lincoln University (LU) partners successfully arranged internships for L'viv Institute of Management master's students. A total of nine Ukrainian student interns were placed at local Tennessee and Missouri firms. An unexpected outcome of the linkage was the arrangement of a Ukrainian faculty member's sabbatical with LU, which was supported with outside funding.

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UNIVERSITY OF ILLINOIS AT CHICAGO/THE NATIONAL  
UNIVERSITY OF “KYIV-MOHYLA ACADEMY”  
(NAUKMA)

Award Date: 2004  
Award Amount: \$100,000  
Cost Share: \$176,927

This partnership will develop a new School of Public Health at The National University of “Kyiv-Mohyla Academy” (NaUKMA), which will improve social conditions and health status in Ukraine by training the next generation of public health leaders. The new school will also expand the range of disciplines to which students are exposed, enhance research on public health issues, and serve as an academic stakeholder in health policy development. The partners plan to 1) adapt best practices from the University of Illinois at Chicago (UIC) model, 2) improve teaching capabilities of NaUKMA faculty through ties with counterparts at UIC and through training in new teaching modalities, 3) establish a UIC-NaUKMA Resource Center for Public Health and the Environment, 4) enhance the NaUKMA public health curriculum by incorporating key components from the UIC public health curriculum, 5) offer a UIC distance learning course for NaUKMA students, titled Principles of Environmental Health, and 6) expand the NaUKMA curriculum to include a practicum and internships.

## UZBEKISTAN

KENT STATE UNIVERSITY, TRUMBULL  
CAMPUS/TASHKENT STATE UNIVERSITY

Award Date: 1998 (completed April 2000)  
Award Amount: \$49,498  
Cost Share: \$60,205

This partnership established a training program in environmental technology in Uzbekistan in response to new environmental regulations. By offering distance education courses for faculty and students from Tashkent State University (TSU) and by expanding the existing curriculum, the partners addressed the need for a technically trained workforce to deal with environmental issues. Faculty and students received training in hazardous materials handling at the Kent State University, Trumbull Campus and participated in site visits. The partners created a web-based course at both institutions that allowed students to enroll in courses on industrial and environmental safety at Kent State through TSU. They also established an environmental technology laboratory at TSU to support environmental technology training.

WASHINGTON STATE UNIVERSITY/TASHKENT  
INSTITUTE OF IRRIGATION AND AGRICULTURAL  
MECHANIZATION ENGINEERS

Award Date: 2000 (completed March 2003)  
Award Amount: \$99,639  
Cost Share: \$155,118  
Other Funds Leveraged: \$306,700  
Other Partners: Resource Exchange International;  
Global Environmental Network

This partnership collaborated to strengthen the teaching and applied research capacity of Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (TIAME) and to develop new and enhance existing environmental courses, degree programs, and continuing education. The partners organized training sessions for 24 faculty on economics and decision making in water management, a relatively new topic at TIAME and in Uzbekistan as a whole. Washington State University (WSU) helped TIAME develop a new undergraduate training program in ecology and nature use. WSU also helped develop the research and thesis portion of a new master's degree training program. Three TIAME faculty visited WSU to discuss environmental teaching methodology, master's thesis model development, and project management and sustainability. Resource Exchange International, a U.S.-based nongovernmental organization, was a key supporter of the partnership, organizing and partly funding English-language training for Uzbek faculty and a study tour. The partnership trained more than 54 Uzbek nationals.

## REGIONAL CENTRAL ASIA

UNIVERSITY OF CALIFORNIA, DAVIS/SAMARKAND  
STATE UNIVERSITY

Award Date: 1999 (completed December 2001)  
Award Amount: \$90,716  
Cost Share: \$92,330  
Other Funds Leveraged: \$100,000  
Other Partners: National Academic Center for  
Agricultural Research of Kazakhstan;  
Institute of Ecology and Sustainable  
Development of Kazakhstan; Institute of  
Deserts, Flora and Fauna of Turkmenistan;  
Academy of Sciences of Uzbekistan

This partnership developed the capacity of scientists in Central Asia to use geographic information system (GIS) technologies to measure and monitor carbon dioxide emissions that are degrading the ecosystem in the Central Asian rangelands. The partners developed regional expertise for conducting GIS modeling of C fluxes. During the first phase of the partnership, six scientists from Central Asia were trained at Utah State University and UC-Davis in English, modeling CO<sub>2</sub> flux in the ecosystem, processing of Bowen-ratio data, GIS modeling, and scientific presentation skills. Phase two focused on regional workshops and meetings in Central Asia, providing training in agricultural development and the role of properly managed rangelands in carbon sequestration. A basic GIS lab was established in the Samarkand section of the Academy of Sciences of Uzbekistan. The partnership trained more than 25 regional professors, scientists, and technicians, and 458 students and staff from host countries. Nineteen institutions benefited from partnership activities.







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# LATIN AMERICA AND THE CARIBBEAN

*“By enhancing the capacity of higher education institutions here and in Mexico to better communicate through exchanges and scholarships, we can better serve the future of development between the United States and Mexico.”*

—Edward L. Kadunc, USAID/Mexico Mission Director

Since 1998, ALO has supported 71 higher education partnerships focusing on 12 countries in Latin America and the Caribbean (LAC). Mexico has hosted the most partnerships (47), primarily under the United States-Mexico Training, Internships, Exchanges, and Scholarships (TIES) initiative. TIES is a multi-million dollar public-private collaborative effort designed to spur social and economic growth by supporting institutional strengthening in higher education via university linkages, educational programs, and scholarships. Seven of the LAC partnerships earned grants through the Workforce Development Partnerships program, in cooperation with the American Association of Community Colleges. Several partnerships received funding in part or in full through USAID missions: El Salvador (Metropolitan Community College), Mexico (Montana State University, Texas A&M University, University of Rhode Island, University of Texas, University of Wisconsin), Nicaragua (University of Florida), and Peru (Iowa State University).

## BOLIVIA

AMERICAN MUSEUM OF NATURAL HISTORY/UNIVERSIDAD MAYOR DE SAN ANDRÉS/UNIVERSIDAD CATÓLICA BOLIVIANA/UNIVERSIDAD AUTÓNOMA GABRIEL RENÉ MORENO

Award Date: 2003

Award Amount: \$123,530

Cost Share: \$172,614

Other Partners: Wildlife Conservation Society; State University of New York at Syracuse; University of Maine; Antioch New England Graduate School

These partners are collaborating to develop and disseminate active teaching and learning modules on topics related to protected area management, forest management and certification, water resource management, and public-private partnerships to improve waste management. The overarching goal of the partnership is to increase the number of trained educators and practitioners in biodiversity conservation and sustainable development in key countries around the world. In December 2003, the partners held their first module development workshop, which received significant print and television coverage in the Santa Cruz media. In March



2004, the Bolivian partners conducted training for more than 40 university professors on the use of existing materials from the Network of Conservation Educators and Practitioners on biodiversity conservation. The partners will conduct national and international workshops to showcase, share, and evaluate the newly developed educational modules. A fourth Bolivian university, the Universidad Mayor San Simón, recently became active in partnership activities.

**WESTERN ILLINOIS UNIVERSITY/UNIVERSIDAD  
MAYOR DE SAN ANDRÉS/UNIVERSIDAD AUTÓNOMA  
GABRIEL RENE MORENO**

**Award Date:** 2003

**Award Amount:** \$122,315

**Cost Share:** \$255,341

**Other Partners:** Organization of American States;  
the appropriate offices of the World Bank;  
Servicio Nacional de Administración de  
Personal

This partnership is working to strengthen administrative leadership in Bolivian universities. Through the colleges of economics and business, the partnership will 1) enhance institutional planning, budgeting, and management; 2) improve administrative skills through seminars, short courses, mentoring, and job shadowing; 3) strengthen quality assurance and curriculum; and 4) design continuing education programs. Faculty and administrative teams from each campus are engaged in bilateral exchanges to improve administrative skills, develop a process of continuous improvement, and design continuing education programs.

## **BRAZIL**

**COMMUNITY COLLEGES OF COLORADO/NATIONAL  
CONFEDERATION OF INDUSTRY**

**Award Date:** 1999 (completed December 2000)

**Award Amount:** \$49,972

**Cost Share:** \$31,318

**Other Funds Leveraged:** \$14,000

**Other Partners:** National Association of  
Manufacturers (U.S.); Partners of the  
Americas

Community Colleges of Colorado and the National Confederation of Industry in Brazil partnered to upgrade the technical skills of industry workers by emphasizing e-commerce and providing access to new technologies. The partners established strong links with the Federation of Industries for the State of Minas Gerias (FEIMG), the U.S. Department of Education's Community College Liaison Office, and the Colorado Office of Economic Development and International Trade. They also linked FEIMG with the National Association of Manufacturers, the largest multi-industry trade association in the United States. Following an extensive needs assessment, the partners conducted training workshops in Brazil on workforce development policies for career advancement, e-commerce, partnering opportunities, and distance learning policy and programs.

**UNIVERSITY OF COLORADO AT BOULDER/CENTRO  
FEDERAL DE EDUCACAO TECNOLÓGICA DE MINAS  
GERAIS**

**Award Date:** 2004

**Award Amount:** \$100,000

**Cost Share:** \$92,548

**Other Partners:** Econergy International  
Corporation; Engineers Without Borders

This partnership will broaden programs in environmental sustainability by developing an enhanced training and educational curriculum for energy engineers and by establishing a Sustainability and Energy Efficiency

Assessment Center. The partners are 1) developing a set of courses on sustainability and green buildings to be offered at both institutions; 2) completing hands-on training in sustainable development and energy efficiency for students from both institutions; 3) identifying specific research needs to advance state-of-the-art green buildings in both the United States and Brazil; and 4) identifying specific technologies suitable for local industries that reduce operating costs while minimizing waste and air pollution.

## COLOMBIA

AMERICAN UNIVERSITY/UNIVERSIDAD DE LOS ANDES/UNIVERSIDAD NACIONAL DE COLOMBIA

Award Date: 1999 (completed December 2001)

Award Amount: \$100,000

Cost Share: \$80,941

Other Partners: International Committee of the Red Cross; Presidential Program for Human Rights; Universidad Nacional de Lanus (Argentina); Universidad Católica (Ecuador)

By training faculty in the interpretation of human rights standards and laws at both the domestic and international levels, the partners developed and strengthened the capacity of Colombia's academic institutions to provide education in human rights. As a result of partnership activities, several Colombian law schools developed human rights courses, and the Universidad Nacional de Colombia is establishing a human rights center. In 2000, human rights professors participated as trainers in a USAID-organized workshop for more than 800 public defenders in Colombia. Because this event included most of Colombia's public defenders, the training they received is expected to significantly bolster human rights defense capacity in the country. The partners convened workshops in Washington, D.C. and Bogotá, where they trained approximately 80 human rights professors. They have

produced training materials in international and comparative law and extensive diagnostic reports on the status of human rights education in Colombia. The partners plan to develop a basic human rights curriculum and to urge the government to require a human rights course within the basic law curriculum.

## DOMINICAN REPUBLIC

UTAH STATE UNIVERSITY/UNIVERSIDAD AUTÓNOMA DE SANTO DOMINGO

Award Date: 2004

Award Amount: \$98,267

Cost Share: \$56,866

Other Partners: Consejo Nacional de Reforma del Estado; Inter-American Network for Public Administration Education

This partnership is helping develop administrative, managerial, and operational capacity at the Universidad Autónoma de Santo Domingo (UASD), the only public university, toward supporting government reform in the Dominican Republic. The overall goals of the collaboration are to promote partnerships between UASD and government institutions; provide training to government officials and others to bolster their administrative skills; and prepare university faculty for new roles as policy analysts and leaders in government reform. The partnership plans to develop and implement context-sensitive strategies to help UASD adopt a U.S. land-grant university-style model; promote changes to strengthen enforcement of civil service law and administrative accountability; develop and implement an applied master's program in public management; enhance UASD faculty teaching capacity; and collaborate on UASD-Consejo Nacional de Reforma del Estado projects related to government reform.



## EL SALVADOR

METROPOLITAN COMMUNITY  
COLLEGE/UNIVERSIDAD CENTROAMERICANA  
“JOSÉ SIMEÓN CAÑAS”

★ **Special Initiative:** 1999 (completed June 2003)

**Award Amount:** \$1,099,791

**Cost Share:** \$819,502

**Other Funds Leveraged:** \$150,156

**Other Partners:** USAID/El Salvador; Instituto Salvadoreño de Protección al Menor; Ministry of Education; UNICEF; Ministry of Public Health; Save the Children; Secretariat for External Financing; Creighton University; University of Maryland; Gallup Organization; Center for the Support of Breastfeeding; Catholic Relief Services; Doctors of the World France; Tin Marin Museum; AGAPE; Boy Scouts of El Salvador; Greater Omaha Chamber of Commerce; Omaha Association for the Education of Young Children; Bright Horizons; Omaha 2000 Child Care Center; Casa de la Cultura de Guadalupe; Santillana Publishing Company; dozens of others



This USAID/El Salvador-funded Special Initiative helped address the developmental needs of rural at-risk children between birth and 6 years of age. This effort was part of Early Education through the Family, a USAID early childhood education (ECE) activity. Throughout the collaboration, an ECE specialist from Metropolitan Community College (MCC) was based in El Salvador to help develop curriculum and materials, conduct training programs, provide technical support, and facilitate communication between the numerous stakeholders. Among other accomplishments, MCC and the Universidad Centroamericana 1) trained 100 ECE-related professionals (nutritionists, educators, psychologists, social workers) and 270 *madres cuidadoras* (non-professional childcare providers at rudimentary daycare centers); 2) convened a “National Congress” of the *madres cuidadoras*; 3) developed curriculum

manuals and model manipulative kits in the areas of motor, socio-affective, cognitive, and linguistic development; 4) created a toy lending library in cooperation with UNICEF and other stakeholders; and 5) developed a crisis intervention program and curriculum for ECE professionals following the 2001 earthquakes. Through a multiplier effect, 330 daycare centers throughout El Salvador ultimately benefited from partnership activities.

## GUATEMALA

UNIVERSITY OF WISCONSIN-MADISON/UNIVERSIDAD DE SAN CARLOS DE GUATEMALA

**Award Date:** 2004

**Award Amount:** \$99,620

**Cost Share:** \$41,113

**Other Partners:** Federacion de Asociados Agrícolas de Guatemala; Popoyan; Pilonos de Antigua

This partnership is working to develop and distribute a tomato variety that is resistant to bacterial wilt and suitable for the Guatemalan environment and Central American market. Through an exchange program, partners will develop a teaching and research collaboration with faculty and students at the Universidad de San Carlos de Guatemala that will promote economic growth and sustained livelihoods, promote better management of existing resources, provide a student experience that incorporates integrated management technology and education, and strengthen the capacity of local institutions to provide management experience based on sound science and sensitivity to the environment.



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## GUYANA

ST. LOUIS COMMUNITY COLLEGE/GUYANA MINISTRY OF EDUCATION

Award Date: 1998 (completed December 2000)

Award Amount: \$49,870

Cost Share: \$83,456

Other Partners: Zambrana Engineering (St. Louis); Ministry of Education; Department of Land and Surveys (Guyana); Advisory Committee from public and private sectors (Guyana)

This partnership developed a two-year curriculum to train certified land surveyors in Guyana. The partners identified land-surveying skills and assessed Guyana's technology and equipment needs. The approach involved interviewing local private and public sector institutions engaged in land surveying, land ownership, and agricultural production. The partners created an all-Guyanese Curriculum Advisory Committee, developed a curriculum, and purchased equipment. The Ministry of Education pledged matching funds and assisted in recruiting faculty and students, and the Department of Land and Surveys committed to offer employment to all course graduates. A new first-year class of more than 20 students enrolled in courses in September 2000. The partners continue working to create an ongoing program to train certified land surveyors and increase the rate of delineation of agricultural lands.

## HONDURAS

PURDUE UNIVERSITY/CORNELL UNIVERSITY/ESCUELA AGRÍCOLA PANAMERICANA (ZAMORANO)

Award Date: 1998 (completed February 2001)

Award Amount: \$100,000

Cost Share: \$637,335

Other Funds Leveraged: \$375,000

Other Partners: Southern Jamaica Plains Health Center (Boston); University of Illinois; North Carolina State University; U.S. Department of Agriculture Forest Service; International Center for Tropical Agriculture (Costa Rica)

The partners developed an integrated program of education, applied research, and outreach activities to address critical needs in microenterprise development, natural resource management, community-based development, and higher education. Among other significant accomplishments, the partnership translated a pork producers handbook; developed training materials for poultry production; developed a strategic plan for agrotourism in the Yeguaré Valley region; backstopped technical needs in pest management; presented a course on tropical agriculture and sustainable development at Zamorano; and developed a distance-learning course on plant propagation. The partners created 18 working groups, all of which completed their objectives, and several—most notably the tourism and health groups—took advantage of opportunities to continue their work beyond the award period, including \$250,000 from USAID to provide support for the Hurricane Mitch recovery effort.

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UNIVERSITY OF NEW MEXICO/ESCUELA AGRÍCOLA  
PANAMERICANA (ZAMORANO)

Award Date: 2002

Award Amount: \$100,000

Cost Share: \$181,112

Other Funds Leveraged: \$24,000

This partnership is working to create local, national, and regional capacity for integrated management of water resources. The partners are collaborating to 1) develop a one-year, 12-module post-baccalaureate *diplomado I* program in water resources to certify Latin American water professionals, 2) organize two regional fora in Central America to analyze challenges and opportunities in water resources management, and 3) establish a Central American Water Resources Development Center at Zamorano to support the development of sound water policy, planning, and management and to serve as a regional center of excellence. In January 2004, Zamorano hosted the first regional forum, attended by more than 70 participants from throughout Central America. The success of the forum has prompted discussions between the partners about hosting a large (up to 300-400 participants) regional conference in the near future. The partners' regular dialogues with the USAID/Honduras and USAID/Nicaragua Missions have led to valuable ideas for both the *diplomado* program and the regional fora provided by the Missions. The Missions have also recommended candidates for the *diplomado* program.

JAMAICA

CENTRAL CONNECTICUT STATE  
UNIVERSITY/UNIVERSITY OF THE WEST INDIES

Award Date: 2004

Award Amount: \$100,000

Cost Share: \$86,562

Central Connecticut State University (CCSU) and the University of the West Indies (UWI) are developing the capacity of the Institute of Hospitality and Tourism (IHT) at UWI to act as a regional leader for education, research, and policy initiatives on enterprise development, poverty alleviation, and the economic and environmental sustainability of the tourism industry. To support IHT's master's program in tourism resource management and short-course certificate programs, partners will research the knowledge and skills required of managers and workers engaged in tourism industries, conduct curriculum development workshops, and develop and deliver curriculum modules on sustainable tourism, community tourism, and national park management. They will enhance IHT's research and policy development function and help IHT create a structure similar to CCSU's Center for Social Research. The changes in IHT's research protocol will be fully institutionalized and will guide the development and execution of future research projects, instructional curriculum, and tourism policy at UWI.

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## FURMAN UNIVERSITY/UNIVERSITY OF THE WEST INDIES

**Award Date:** 1999 (completed November 2001)

**Award Amount:** \$100,000

**Cost Share:** \$110,097

**Other Funds Leveraged:** \$408,000

**Other Partners:** Indusa Global; Ministry of Industry, Commerce, and Technology; Montego Bay Free Zone; International Development Consortium (affiliated with the University of Hertfordshire, London); HEART/NTA; InfoTech (Kingston)

The partners collaborated to train a critical mass of software developers to create a sustainable software development industry in Jamaica. In 1999, the Caribbean Institute of Technology (CIT), founded as a result of this partnership, graduated its first class of 41 students trained in computer programming. Indusa Global, a U.S. private-sector partner with a branch in Montego Bay, hired all the graduates, each of whom had completed a 10-month training program. In response to this initial success, subsequent enrollment increased, and the second and third classes produced 81 and 95 graduates, respectively. More than 80 percent of the 122 graduates from the first two classes currently work with Indusa and 11 other information technology companies in Jamaica. Of the 217 total graduates, 100 are women. The partners trained seven instructors and three assistants, allowing them to open two satellite centers in Kingston, each serving 50 students. Thanks to the enthusiastic support of the Jamaican government, the partners were able to expand their activities quickly and opened several more satellite centers in 2002.

## UNIVERSITY OF DELAWARE/UNIVERSITY OF THE WEST INDIES

**Award Date:** 2000 (completed December 2003)

**Award Amount:** \$97,940

**Cost Share:** \$25,990

**Other Partners:** National Environmental Planning Agency (Jamaica); University of Massachusetts Boston; National Oceanic and Atmospheric Administration

The partners collaborated to promote the dissemination of best practices in the fields of coastal ecosystem management and tourism management and to improve integrated coastal management (ICM) capacity in the Caribbean and the United States. Among the most significant accomplishments of the collaboration was the development of an 11-module course on ICM in the Caribbean region. The module topics include basic ICM concepts and practices, geographic information systems, conflict resolution, social analysis, and case studies specific to the Caribbean. The course is now offered under an M.S. program at the University of the West Indies (UWI) and is geared toward graduate students, government officials, NGOs, academics, and researchers in the Caribbean. In 2003, the partners implemented an intensive two-week course on ICM at the University of Miami involving participants from the United States, Jamaica, and Brazil. The country of Belize unexpectedly benefited from the collaboration when one of the UWI graduate students who had participated in the partnership project was hired by the Belize government as the Director of its Coastal Zone Management Institute.



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## MEXICO

### ALAMO COMMUNITY COLLEGE DISTRICT/UNIVERSIDAD TECNOLÓGICO DE COAHUILA

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$299,017

**Cost Share:** \$512,976

**Other Partners:** El Paso Community College; Texas  
State Technical College at Harlingen;  
Universidad Tecnológica de Matamoros;  
Universidad Tecnológica de Ciudad Juárez

The partnership will increase the productivity of *maquiladora* manufacturing workers. The partners will develop an international institutional partnership between three Mexican technical colleges and three American community colleges to integrate proven workforce development solutions to help Mexico adapt to global competition and new technology, and to fill emerging gaps in workforce skills in the *maquiladora* manufacturing sector. Three hundred Mexican manufacturing/*maquiladora* workers at risk of displacement will participate in courses on short-term workforce solutions. Thirty advanced manufacturing workforce development training courses will be delivered in priority areas. In addition, seven scholarships will be provided to personnel from Mexican technical colleges to attend a Texas A&M University-Corpus Christi graduate-level certificate program in Higher Education Administration—Community College Workforce Development Administration and Leadership.

### ARIZONA STATE UNIVERSITY/INSTITUTO TECNOLÓGICO DE SONORA

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$298,668

**Cost Share:** \$546,635

The partnership will address development issues of the desert Sonora region through education, research and training in ecotourism, microenterprises, environmental

protection, and alternative energy. Ten Instituto Tecnológico de Sonora (ITSON) graduate students will earn master's degrees specializing in building energy systems, environmental planning, ecotourism, and microenterprise development and six ITSON faculty will earn doctorates in environmental design and planning. These graduates will return to Mexico to teach at ITSON and assume positions in government and industry. A minimum of three major research proposals for sustaining this program and conducting relevant research for the region are expected. ITSON will host a symposium of more than 200 experts in the fields of energy, environmental protection, microenterprise, and ecotourism development to showcase the *Gran Desierto de Altar* desert region.

### ARIZONA STATE UNIVERSITY/INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES, MONTERREY

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$299,956

**Cost Share:** \$373,753

**Other Partners:** Honeywell Aerospace

This partnership will prepare technical leaders in global logistics and productivity to support the technological and human resource needs of the aerospace industry. Arizona State University (ASU) and Instituto Tecnológico y de Estudios Superiores, Monterrey (ITESM) will partner with the U.S. and Mexican aerospace industry to create a project-oriented dual master of science program. Twenty-one scholarships for Mexican graduate students will be provided. The M.S. degree for engineers will include borderless internships with an aerospace industry sponsor to work on improving competitiveness. Graduate students of both institutions will study in both Mexico and the United States.

## United States–Mexico Training, Internships, Exchanges, and Scholarship (TIES) Higher Education Partnerships

The United States–Mexico Training, Internships, Exchanges, and Scholarships (TIES) initiative is a public-private alliance designed to strengthen Mexico's economic development by augmenting the institutional capacity of higher education institutions in Mexico through partnerships, training, educational programs, and scholarships. TIES was developed by the United States Agency for International Development (USAID) office in Mexico and is implemented under the broader U.S.-Mexico Partnership for Prosperity initiative of U.S. President George W. Bush and Mexican President Vicente Fox.

The Association Liaison Office for University Cooperation in Development (ALO), in cooperation with USAID, is implementing the higher education partnership component of TIES. At present, 30 of an anticipated 35 three-year partnerships between higher education institutions in Mexico and the United States have received awards of up to \$300,000 each. Almost \$8 million of USAID funding will leverage more than \$11 million in funding from higher education institutions and the private sector.

Calling higher education “the cutting edge of convergence” between the United States and Mexico, U.S. Ambassador to Mexico Antonio O. (Tony) Garza Jr. said that cooperation between Mexican and U.S. institutions with their private and public sector partners is responsible for significant development results. TIES partnerships increase contributions to Mexico's competitiveness and local and regional development, and will provide at least 250 scholarships of two or more semesters to Mexican participants. Current recipients of TIES partnership awards focus on several critical areas including trade and capacity development, agriculture, natural resource and water management, and civil society development. These partnerships are creating innovative degree, training, and outreach programs; establishing small business development centers throughout Mexico; enhancing import/export opportunities by increasing productivity; upgrading technological capabilities; and improving the understanding and management of ecosystems.

### CORNELL UNIVERSITY/UNIVERSIDAD AUTÓNOMA DE YUCATÁN

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$299,786

**Cost Share:** \$540,692

**Other Partners:** Faculty of Veterinary Medicine and Animal Science at the Universidad Veracruzana; the Centro de Investigación Regional del Golfo Centro; Campo Experimental La Posta, Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias

This partnership will address the challenges and opportunities arising from rapid growth in worldwide demand for animal products, particularly sheep, goats, and cattle. Focusing on the Gulf Region of Mexico, the partners will identify and support agricultural and environmental practices to make Mexico more competitive in producing animal-source foods. After the partners complete field studies, they will advise local farmers on how to improve their productivity and profits. To agricultural researchers and extensionists at



both Cornell University and the Universidad Autónoma de Yucatán, the partnership will offer training courses on sustainable and profitable technologies for the Gulf Region's animal industry.

#### DAYTONA BEACH COMMUNITY COLLEGE/UNIVERSIDAD REGIOMONTANA

**Award Date:** 1998 (completed December 2000)

**Award Amount:** \$49,972

**Cost Share:** \$76,520

**Other Funds Leveraged:** \$11,000

**Other Partners:** The Center for International Business Education; law firm of Glassner & Handel; Florida Resource Center; Excel International Advisors, Inc.

The main objective of this partnership was to encourage economic growth and leverage investment in technology to generate employment opportunities. The partners established highly successful import/export training programs at Universidad Regiomontana (UR) to meet the needs of firms conducting business in the North American Free Trade Agreement (NAFTA) corridor. The training focused on business applications of information technology. The partners then launched new courses at UR. The *Orlando Sentinel* sponsored public presentations in Florida on the importance of these international development programs in increasing the global awareness and international competency of Floridians. Due to the great success of the import/export training program, Mexican city and state government officials approached the partners to collaborate on developing a criminal justice training program.

#### FLORIDA A&M UNIVERSITY/UNIVERSIDAD IBEROAMERICANA

**Award Date:** 2000 (completed November 2003)

**Award Amount:** \$100,000

**Cost Share:** \$27,619

**Other Partners:** Census Information Center

This partnership created a community and economic development program that has supported and strengthened education, research, and community organizations in both the United States and Mexico. In collaboration with local communities and public and private agencies, the partners helped research, develop, and implement policies and strategies of importance to urban communities in the areas of housing, infrastructure, economic development, crime prevention, education, planning, and community organization. Florida A&M University established an academic minor/concentration in Urban Studies and Economic Development while the Universidad Iberoamericana (UIA) established a similar certificate program in Community and Economic Development. Over the course of the collaboration, the partners organized and convened nine forums and workshops in the United States and six in Mexico on local development, social, and leadership issues. A significant achievement of the partnership was establishing meaningful links with more than 60 government agencies, NGOs, higher education institutions, and businesses in Mexico.

#### INDIANA UNIVERSITY/UNIVERSIDAD NACIONAL AUTÓNOMA DE MEXICO

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$150,877

**Cost Share:** \$178,049

**Other Partners:** Proyecto de Conservación y Manejo Forestal; Unión Zapoteca Chinanteca

As a crucial step in developing conservation strategies and policies, the partners are

collaborating to train Mexican scientists (biologists, foresters, and social scientists), technical advisors, and members of forest communities in methodologies for understanding community governance and natural resource management. Two Mexican graduate students and two researchers from community-based, environmentally oriented NGOs have been trained in methods of evaluating community governance and natural resource management. This training enables the collection of data that underpins the development of forest conservation policies that encourage sustainable development models, contribute to the reduction of violence, and point to peaceful means of conflict resolution. Universidad Nacional Autónoma de México has created curricula for master's students in population and environment, ecology, and forest management.

#### IOWA STATE UNIVERSITY/UNIVERSIDAD DE COLIMA

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$284,064

**Cost Share:** \$522,574

**Other Partners:** Consejo Nacional de Educación para la Vida y el Trabajo; the Consejo Nacional de Ciencia y Tecnología; the Consejo Nacional Agropecuario; Coordinadora Nacional de las Fundaciones Produce, A.C.; Fundación Produce Colima, A.C.; Aid to Artisans; Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias; Centro de Investigación Regional del Pacífico Centro; Iowa Small Business Development Center; Iowa Institute for Cooperatives

This partnership will boost economic growth and improve the quality of life for the rural people of Colima through a broad-based university outreach program. The partners will establish an innovative university-centered rural extension service in Colima, which will be the pilot project for a national initiative. The partners will also implement several

faculty exchanges and develop educational materials for underserved and marginally literate rural populations. These materials will be used in Colima and among the growing Latino population in Iowa. Nine Universidad de Colima students will complete graduate programs at Iowa State University in business, veterinary medicine, and agriculture.

#### KIRKWOOD COMMUNITY COLLEGE/UNIVERSIDAD TECNOLÓGICA DE FIDEL VELÁZQUEZ

**Award Date:** 1998 (completed December 2000)

**Award Amount:** \$49,999

**Cost Share:** \$18,986

**Other Partners:** Technological University of Puebla; Partnership for Environmental Technology Education

Through this partnership, the Universidad Tecnológica de Fidel Velázquez (UTFV) and the Universidad Tecnológica de Puebla (UTP) established themselves as leaders in the development of wastewater management training programs in Mexico. The staff of Kirkwood Community College's (KCC) Environmental Training Center conducted a workshop that addressed water pollution in Mexico, the teaching of water pollution control, and technical competencies critical for successful operation of wastewater treatment facilities. Among other accomplishments, the partnership integrated KCC materials into the UTFV training curriculum. KCC also helped UTP institute a mandatory, program-based operator certification program. After partnership activities ended, UTFV helped establish a network of environmental directors from technological universities to exchange information and share resources. The network initiated meetings with federal authorities to discuss training requirements for operators of wastewater treatment plants, and individual members of the network assist state authorities with policy decisions concerning this training.

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**MARICOPA COMMUNITY COLLEGE  
DISTRICT/UNIVERSIDAD VERACRUZANA**

**Award Date:** 2000 (completed March 2003)

**Award Amount:** \$100,000

**Cost Share:** \$118,101

**Other Funds Leveraged:** \$170,000

**Other Partners:** Arizona Small Business

Association; Greater Phoenix Chamber of Commerce; Veracruz State Entrepreneur Association; Universidad Veracruzana Hospital School; various community colleges throughout rural Arizona; Salt River Maricopa Native American Community; Secretario de la Economía; Nacional Financiera; Xalapa Chamber of Commerce; Arizona AIDS Project

The partners expanded outreach efforts on HIV/AIDS, tuberculosis, and diabetes in the rural, low-income areas of Veracruz and promoted the competitiveness and environmental protection practices of microenterprises by developing a small business center—Centro Universitario de Servicio a la Empresa (CUSEM)—at the Universidad Veracruzana (UV). Approximately 6,000 UV students are using the HIV/AIDS manual developed under the collaboration, and 3,000 students and local residents are enrolled in a program to share the HIV/AIDS information with communities and families. In addition, 150 UV students have been trained to disseminate public health information to 1,400 neighborhoods and communities. In the small business initiative, 40 UV faculty have been certified as counselors at CUSEM; 55 entrepreneurs have enrolled as full-service clients; 13 businesses have sought consultation on corporate image. During the partnership, 20 entrepreneurs completed a course on obtaining credit; and 30 students were placed in business internships. The Rector of UV met with government officials to seek federal support for a nationwide system of small business centers.

**MICHIGAN TECHNOLOGICAL  
UNIVERSITY/UNIVERSIDAD DE SONORA,  
HERMOSILLO**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$299,860

**Cost Share:** \$487,182

This partnership is training a new generation of bi-national, multidisciplinary water resources experts for decision making on sustainable water resources in Sonora, Mexico. The training is taking place via master's and doctoral programs in environmental, chemical, geological, and civil engineering; environmental policy; and forestry at Michigan Technological University (MTU). The partnership is supporting three students at the master's level and one doctoral candidate. Graduates will have a broad array of skills ranging from design of engineered systems to critical analysis of water policy. The partners plan to enroll approximately ten Universidad de Sonora, Hermosillo (UNISON) faculty in doctoral programs at MTU under a newly created program that allows most of the coursework and research to be completed at UNISON.

**MONTANA STATE UNIVERSITY/UNIVERSIDAD  
AUTÓNOMA DE BAJA CALIFORNIA**

**Award Date:** 2000 (completed June 2003)

**Award Amount:** \$99,954

**Cost Share:** \$135,438

**Other Funds Leveraged:** \$5,700

**Other Partners:** Alianza Internacional Desierto Sonorense; Pronatura Península de Baja California; Benefis Healthcare; Cascade County Health Department; local small businesses; regional public health clinics; municipal governments; regional K–12 schools

Using Montana State University programs as models, this partnership transferred the knowledge and skills necessary to establish public health, water education, and pollution

prevention outreach programs at the Universidad Autónoma de Baja California (UABC). The partners shared expertise on the role of nursing in preventing health problems of environmental etiology, conducted environmental education for K-12 students on water and environmental health issues, and trained faculty and business sector personnel on pollution prevention methods. The partners also convened a workshop for more than 40 water and education leaders from more than 30 agencies and organizations in Baja California and Sonora to introduce them to a highly successful bi-national project on the Colorado River and its watershed. This project will ultimately produce a bi-national water education curriculum. The partnership established several new programs at UABC, including: a “water missions” program for faculty training, geared toward K-12 education; an environmental health diagnosis and prevention program for elementary education; and a bi-national air pollution program to train industrial personnel.

#### NORTHERN ARIZONA UNIVERSITY/UNIVERSIDAD DE SONORA

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$157,330

**Cost Share:** \$106,288

**Other Partners:** Red Fronteriza Sobre Salud y Medio Ambiente, A.C. (La Red)

This partnership is strengthening capacity for natural resource conservation and management toward sustainable use of the desert lands of northern Mexico. The partnership established an applied ecology research program focusing on the problem of restoring abandoned agricultural lands in Sonora, Mexico. The partnership also started an outreach program to foster the transfer of research findings to members of local communities in Sonora and to receive input from the communities on their natural resource management challenges. The partnership awarded

scholarships to three Universidad de Sonora graduates who are enrolled in the Master of Biological Sciences program at Northern Arizona University.

#### OHIO STATE UNIVERSITY/COLEGIO DE POSTGRADUADOS EN CIÉNCIAS AGRÍCOLAS

**Award Date:** 1998 (completed August 2002)

**Award Amount:** \$99,972

**Cost Share:** \$366,948

**Other Funds Leveraged:** \$168,000

**Other Partners:** 41 partners, primarily Ohio and Mexican agribusiness firms represented on OSU's Agribusiness Advisory Council and CP's Agribusiness Advisory Council

This partnership established a sustainable program in agribusiness at the Colegio de Postgraduados en Ciencias Agrícolas (CP). The partners created three new short courses at CP—Agribusiness Management, Agricultural and Food Marketing, and Agricultural Food Systems. By the end of the award period, the management course had been offered six times at CP and twice in the states of Morelos and Tabasco, enrolling a total of 322 students. The partners also established a Technical Agribusiness master's degree program at CP, with 40 students enrolling in the first year; an agribusiness certificate program for CP master's and Ph.D. students in any discipline; and Agribusiness Advisory Councils at both CP and The Ohio State University. Both partners are successfully marketing the new agribusiness program throughout Mexico.

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PARADISE VALLEY COMMUNITY  
COLLEGE/UNIVERSIDAD TECNOLÓGICA DE TABASCO

Award Date: 1998 (completed December 2000)

Award Amount: \$49,975

Cost Share: \$108,147

Other Partners: Partners for Environmental  
Technology Education

The partnership between Paradise Valley Community College (PVCC) and the Universidad Tecnológica de Tabasco (UTTAB) created a cadre of workers in Tabasco knowledgeable in environmental health and safety and prepared to help industry and the government protect the environment. PVCC and Partners for Environmental Technology Education developed educational programs to assist UTTAB's training efforts. Experts on the environment, community outreach, multimedia development, and program evaluation worked with UTTAB in Mexico to enhance the curriculum, disseminate project materials, and evaluate progress. The partnership initiated additional workforce development activities: Tabascan outreach to the PEMEX industry, focusing on pollution prevention; an outreach program to Tabascan elementary schools, focusing on environmental awareness; and a consortium to develop environmental programs at eight universities in Mexico.

SAN DIEGO COMMUNITY COLLEGE  
DISTRICT/CENTROS DE CAPACITACIÓN  
TECNOLÓGICA INDUSTRIAL

Award Date: 1998 (completed December 2000)

Award Amount: \$49,999

Cost Share: \$46,920

Other Partners: Centros de Capacitación para el Trabajo Industrial, Mexico; American Electronics Association; San Diego Economic Development Corporation; BC Samsung Mexicana; Cannon Business Machines of Mexico; Sony of Tijuana; Hitachi of Mexico; Industria Naval de California; CACINTEA of Tecate

The partners collaborated to support regional economic development by improving the employability of the Mexican workforce through education and training. Contacts and linkages developed with the American Welding Society, the International Association of Certified Electronics Technicians, and industry representatives from both the United States and Mexico ensured industry approval for model certification programs in electronics and welding. After completing their certified instructor training, Centros de Capacitación Tecnológica Industrial instructors in 198 institutions throughout Mexico will be able to use project materials to certify their own students. The curriculum and training materials designed by the partners were used as a model for developing certification training programs in automotive technology, air conditioning and refrigeration, machine tooling, and electronic soldering. The partners received a U.S. Department of Education grant to develop an information and resource exchange network between educational institutions and industrial associations in both Mexico and the United States.



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**SAN DIEGO STATE UNIVERSITY/UNIVERSIDAD  
AUTÓNOMA DE BAJA CALIFORNIA**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$299,124

**Cost Share:** \$208,411

The partners are developing a joint Master of Transborder Public Administration and Governance for the U.S.-Mexico border region. Graduates of the program will enhance the delivery of services to border community residents and improve transborder cooperation at the community level. Local governments in both the United States and Mexico will be able to address transborder problems more effectively, take advantage of regional opportunities (e.g., the construction of shared water, wastewater, and reclamation facilities), and collaborate in such areas as data collection, geographic information systems, and regional planning. The degree program will commence in the fall of 2004 and will train the next generation of local, state, and federal public administration leaders on both sides of the border. At present, 14 UABC graduate students and six UABC faculty are participating in a Transborder Public Administration and Governance graduate certificate program, earning credits that count toward the joint master's degree.

**SOUTHERN METHODIST UNIVERSITY/INSTITUTO  
TECNOLÓGICO Y DE ESTUDIOS SUPERIORES,  
MONTERREY**

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$295,354

**Cost Share:** \$301,556

This partnership will advance the software industry in Mexico by helping the Instituto Tecnológico y de Estudios Superiores, Monterrey (ITESM) address the country's shortage of well-trained and qualified software engineers. The partners will create opportunities for Mexican faculty and students to gain training and expertise in

software engineering. The partnership will support scholarships for ITESM students at Southern Methodist University (SMU), faculty exchanges to strengthen both programs, and workshops given by SMU faculty in several Mexican universities. These workshops will be open to faculty from all 33 ITESM campuses and to business people who wish to update their skills in software engineering. By the end of this partnership, both institutions will be strengthened, and the current shortage of well-trained software developers in Mexico will be reduced.

**SOUTHERN OREGON UNIVERSITY/UNIVERSIDAD DE  
GUANAJUATO**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$218,960

**Cost Share:** \$627,105

This partnership is providing opportunities for Universidad de Guanajuato (UG) faculty members and business and industrial executives of the Bajío region of Guanajuato state to earn a master's degree in administration while they work. To date, 20 professionals from UG and the Bajío region have enrolled with scholarships in the master's in management program delivered by Southern Oregon University (SOU) at UG. In addition, three UG students are scheduled to begin graduate programs at SOU with scholarships. The partnership is exploring collaborative projects that will enhance graduate and undergraduate exchange. Five professors have participated in exchanges. In addition, planning meetings in Mexico have resulted in further collaboration between small business development centers at SOU and in the state of Guanajuato.

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**STATE UNIVERSITY OF NEW YORK AT  
MORRISVILLE/UNIVERSIDAD TECNOLÓGICA  
DE TULA-TEPEJÍ**

**Award Date:** 1998 (completed December 2000)

**Award Amount:** \$49,001

**Cost Share:** \$110,992

**Other Funds Leveraged:** \$100,000

**Other Partners:** Universidad Tecnológica de León;  
Ogden Yorkshire Water Company; City of  
Auburn WWTF; Anheuser Busch Waste  
Treatment Facility; Carrier Transicold; City  
of Oneida WWTF; Bristol Meyers Squibb;  
New Process Gear WWTF; Niagara  
Mohawk Nuclear WWTF

The partnership between the State University of New York at Morrisville and Universidad Tecnológica de Tula-Tepejí trained municipal and industrial wastewater treatment plant operators. Instructors from the Mexican universities attended training in New York, worked with municipalities and businesses, and observed academic programs at SUNY-Morrisville. The partners from SUNY-Morrisville assessed local training needs and assisted with program development and implementation. The partners successfully lobbied the Mexican government to create a program for certifying wastewater treatment operators.

**TEXAS A&M UNIVERSITY-CORPUS CHRISTI/LAMAR  
UNIVERSITY/INSTITUTO TECNOLÓGICO DE SALTILLO**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$200,000

**Cost Share:** \$200,203

**Other Funds Leveraged:** \$44,000 plus

**Other Partners:** Instituto Tecnológica de Coahuila;  
Universidad Tecnológica de Torreón

This partnership is establishing educational and research collaborations that include two essential components of sustainable water resource management—waste treatment and recycling, and natural water monitoring and management. The partners have established a research program and an educational program,

graduated one M.S. student, and obtained an additional grant from the National Science and Technology Council of Mexico (CONAYCT). The partners have engaged four additional students in M.S. research at Lamar University and have begun to address major water problems in Mexico, including the arsenic-water of Torreón and organic contaminated water in Saltillo. Two additional research and educational programs have been established at Universidad Tecnológica de Coahuila and Universidad Tecnológica de Torreón, following the purchase of two pilot plants. Partners from Lamar University gave two short courses (training more than 250 participants) and public forums on water treatment. In student-run projects, they engaged several Mexican companies such as Ecolimpio, and they treated contaminated water with the program's mobile electrocoagulation water treatment facility.

**TEXAS A&M UNIVERSITY-KINGSVILLE/INSTITUTO  
TECNOLÓGICO Y DE ESTUDIOS SUPERIORES,  
MONTERREY**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$241,452

**Cost Share:** \$409,914

**Other Partners:** Fundación Produce de Nuevo  
León; Fundación Produce de Tamaulipas;  
Consejo Nacional de Ciencia y Tecnología

The partners are assisting local farmers, ranchers, and other stakeholders to improve irrigation capacity and water use efficiency. The partners are establishing a pilot program to collect rainwater effectively in semi-desert areas to provide water for human use and for irrigation of small farming enterprises. Ten Mexican students will receive graduate scholarships in water resource management, and 12 undergraduate students will be trained in the efficient use of water in irrigation. The partners will train 200 to 300 Mexican producers in establishing systems that result in more efficient use of water resources.

TEXAS A&M UNIVERSITY/UNIVERSIDAD AUTÓNOMA  
DE NUEVO LEÓN/UNIVERSIDAD AUTÓNOMA DE  
TAMAULIPAS/UNIVERSIDAD AUTÓNOMA AGRARIA  
ANTONIO NARRO

Award Date: 2003

Award Amount: \$125,000

Cost Share: \$397,680

Other Partners: Center for Grazinglands and  
Ranch Management; Department of  
Agricultural Education; Unión Ganadera  
Regional de Nuevo León; Universidad  
Autónoma de Tlaxcala

This partnership seeks to improve the abilities of six faculty from two universities to teach, conduct research, and apply biotechnology to high-priority regional problems related to food, agriculture, and the environment. Faculty spend six-month sabbaticals at Texas A&M University, immersed in biotechnology research on infectious diseases of sheep and goats. They 1) select, design, and produce instructional communications technology media; 2) practice leadership skills to share their knowledge with students and faculty; and 3) develop a plan to expand the effort to other universities in Mexico. Six Texas A&M University faculty guide the experiential learning and conduct support activities in Mexico.

TEXAS A&M UNIVERSITY/CONSORCIO TÉCNICO DEL  
NORESTE DE MÉXICO

Award Date: 2002

Award Amount: \$100,000

Cost Share: \$265,000

Other Funds Leveraged: \$3,400

Other Partners: Unión Ganadera Regional de  
Nuevo León; Unión Ganadera Regional de  
Coahuila; Asociación Ganadera Local de  
Piedras Negras; Comisión Nacional de las  
Zonas Áridas; Cementos APASCO; Farm  
Services Administration; USDA Natural  
Resources Conservation Service; Texas-  
Mexico Border Coalition; Rio Bravo  
Resources Conservation and Development;  
International Bank of Commerce; Texas  
Cooperative Extension; Texas Parks and  
Wildlife Department; Prairie View A&M  
University

This partnership is establishing demonstration sites near the Texas border in Mexico to share practices that restore and sustain degraded ecosystems in the semi-arid regions of northeast Mexico and south Texas. The partners are working to establish strong links between landowners, cattlemen's organizations, the private sector, and government agencies to pursue common goals. The partners have established two of three planned demonstration sites, one in Nuevo León and one in Coahuila. These demonstration sites will bolster the ability of researchers in Mexico to share work with producers that will benefit them economically and help conserve natural resources. The partners conducted a field day that attracted more than 150 U.S. and Mexican producers, graduate and undergraduate students, technicians, and educators.



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#### TEXAS A&M UNIVERSITY/CONSORCIO TÉCNICO DEL NORESTE DE MEXICO

**Award Date:** 2001

**Award Amount:** \$100,000

**Cost Share:** \$110,975

**Other Funds Leveraged:** \$187,000

**Other Partners:** Unión Ganadera Regional de Nuevo León; Unión Ganadera Regional de Tamaulipas; Unión Ganadera Regional de Coahuila; Instituto Nacional de Investigaciones Forestales, Agrícolas y Pecuarias; Universidad Juárez del Estado de Durango; Universidad Autónoma de San Luis Potosí; Heifer Project International; Extension Service Mexico; Producers Cooperative Association

The partners are collaborating to increase local and national management capacity to restore and sustain degraded critical ecosystems in the semi-arid regions of northern Mexico and to improve sustainable land use in these areas. Among other significant accomplishments, they have 1) trained more than 40 agricultural extension agents to diagnose, control, and prevent an important viral disease in sheep and goats; 2) evaluated ten buffelgrass cultivars for blight susceptibility; 3) installed seven weather monitoring stations in Texas and Mexico; 4) trained six Mexican graduate students to design, collect, and analyze social science-oriented research data; 5) organized a tour of production systems and industries in Texas for Mexican livestock producers; 6) launched a new animal biotechnology course at the Universidad Autónoma de Tamaulipas; and 7) published the first scientific article based on the Simple Ecological Sustainability Simulator model. Four Mexican producers provided direct support for the collaboration in the form of land, equipment, and supplies.

#### TEXAS CHRISTIAN UNIVERSITY/UNIVERSIDAD DE LAS AMÉRICAS-PUEBLA

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$104,574

**Cost Share:** \$182,446

The partnership is training professionals to lead cross-border business activities in Mexico and the United States in the North American Free Trade Agreement environment. The partners developed a dual master's degree program in international business and marketing and will support at least five graduate scholarships for Mexican students. Three students from Mexico completed this new program and received master's degrees from both institutions. These students participated in three-month industry internships that offered valuable experience and networking opportunities. The partnership has also supported six faculty exchanges to coordinate the dual degree program and to plan an international academic marketing conference, which will be held in Mexico.

#### UNIVERSITY OF ARIZONA/UNIVERSIDAD AUTÓNOMA DE TAMAULIPAS

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$278,191

**Cost Share:** \$386,453

**Other Partners:** Universidad Juárez Autónoma de Tabasco; the Instituto Tecnológico y de Estudios Superiores, Monterrey; the Instituto Tecnológico de Sonora; Aqua King, Inc.; Panorama Acuícola Magazine

This partnership is strengthening Mexican fish farmers, private partners in both countries, and several other Mexican universities by supporting scholarships for Mexican students for long- and short-term training at the University of Arizona and Mexican universities, resulting in joint degrees from participating universities. The partners are providing faculty and student exchanges and sponsoring internships for Mexican students at

U.S. aquaculture farms and within the Mexican aquaculture industry. Also, through national aquaculture meetings in Mexico, an international aquaculture conference to be held in Mexico City in 2006, and extension workshops in several Mexican states, the partners are teaching Mexican fish farmers new techniques for improving their products and expanding their output for both domestic and export sales.

#### UNIVERSITY OF ARIZONA/CENTRO DE INVESTIGACIÓN Y DE ESTUDIOS AVANZADOS

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$299,564

**Cost Share:** \$559,262

**Other Partners:** Instituto de Investigaciones Biomédicas, Universidad Autónoma de México; Facultad de Medicina, Universidad Autónoma de San Luis Potosí; Facultad de Medicina, Universidad Juárez del Estado de Durango; Departamento Ingeniería de Procesos e Hidráulica, Universidad Autónoma Metropolitana-Iztapalapa; Departamento Geofísica Aplicada, Centro de Investigación Científica de Educación Superior de Ensenada; Departamento Ciencias del Agua y Medio Ambiente, Instituto Tecnológico de Sonora; Departamento Geología, Universidad de Sonora (USON); and Consejo Nacional de Ciencia y Tecnología

The partnership will support environmental education to empower emerging and existing Mexican health professionals to take the lead in resolving the environmental deterioration of the U.S.-Mexico border and in adjacent regions. Focusing on training, the University of Arizona and a consortium of eight Mexican universities are preparing Mexican graduate students and faculty to solve the problems of hazardous pollution in these border regions. This partnership is integrated into the Bi-national Center of Environmental Studies created by Mexico's Ministry of Science and Technology and the University of Arizona.

#### UNIVERSITY OF ARIZONA/EL COLEGIO DE SONORA

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$292,689

**Cost Share:** \$466,613

**Other Partners:** Oficina Binacional Salud Publica Sonora-Arizona; Health Services and Education Committees of the Arizona-Mexico Commission

This partnership is addressing the acute shortage of Mexican public health professionals in the crowded U.S.-Mexico border region between Arizona and Sonora. Specifically, the partners are expanding graduate student training, short-term workshops, and faculty exchanges to produce more public health professionals and strengthen schools of public health. The partnership will provide six Mexican nationals with graduate scholarships to complete master's degrees in public health at the University of Arizona. These students will complete internships in Sonora under the supervision of faculty from both institutions. Through exchanges and the joint design of curricula, partnership faculty are also working together to develop a graduate public health program in Mexico. The partners plan to start this new program at the end of the award period.

#### UNIVERSITY OF ARIZONA/UNIVERSIDAD AUTÓNOMA DE CHAPINGO

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$299,934

**Cost Share:** \$292,561

**Other Funds Leveraged:** \$20,000

**Other Partners:** Mexican Institute for Water Technology; Rio Fuerte Farmer's Associations; Arizona Drip Systems

The partners are enhancing the Universidad Autónoma de Chapingo's capacity to provide training and continuing education to improve both bioprocessing capabilities and the use of recycled wastewater for irrigation in Mexico. The University of Arizona and



Chapingo faculty are collaborating to teach courses in Mexico that address bioprocess engineering, controlled environment agriculture, and irrigation. The partnership conducted a short course in bioprocess engineering at Chapingo that drew more than 50 participants. In addition, 12 Chapingo faculty took a short course on greenhouse design and environmental control. Four Chapingo scholarship students are currently enrolled in master's degree programs in Arizona. Through public and private sector cooperation, the partnership will provide graduate internships in Mexico and the United States.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO/UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA**

**Award Date:** 2001

**Award Amount:** \$99,782

**Cost Share:** \$34,311

**Other Partners:** Project Concern International; U.S.-Mexico Border Health Association; Pan American Health Organization; Ministry of Health; ISESALUD; ISSSTECALI; IMSS; CONASIDA; ISSSTE; Fronteras Unidas Prosalud; Hospital General de Tijuana; San Diego State University; California Office of Bi-national Border Health; County of San Diego Office of Border Health; approximately six other U.S. and Mexican health and government entities

To address the health and development challenges facing the California/Baja California region, the partners are offering educational services to increase the number of health care practitioners, community health workers, and medical students trained in cross-border HIV/AIDS and tuberculosis (TB) issues. Among other significant activities, the partners have 1) conducted several workshops and symposia for health practitioners on the diagnosis, treatment, and control of TB and HIV/AIDS; 2) conducted workshops and a symposium on pre-natal AIDS; 3) conducted

workshops for Mexican medical students on HIV/AIDS prevention; 4) organized HIV/AIDS prevention programs for volunteers in local communities; 5) aired radio programs to increase HIV/AIDS awareness among adolescents; and 6) conducted two bi-national HIV/AIDS roundtables, out of which emerged bi-national working groups on HIV/AIDS-related epidemiology and prevention, care and treatment, education, and policy and planning. More than 2,000 Mexican nationals have received short-term or informal training through partnership activities.

**UNIVERSITY OF CHICAGO/UNIVERSIDAD DE IBEROAMERICANA, CIUDAD DE MEXICO**

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$279,116

**Cost Share:** \$422,680

The partnership addresses the training of needed public policy professionals in Mexico and offers scholarships for Mexican students to earn Master's of Public Policy degrees from the University of Chicago's Harris School of Public Policy Studies. The partners also support sabbaticals for Mexican faculty to visit the Harris School, internships in the United States for Mexican students, internships in Mexico for both Mexican and U.S. students, and workshops by Harris School faculty at Ibero. The ultimate goal of this Harris/Ibero collaboration is to develop Ibero's planned master's program in public policy, for which the partners are designing a curriculum. When complete, this partnership will have created a new public policy training program in Mexico, trained a cohort of policy professionals who will live and work in Mexico, and fostered mutual Harris/Ibero ties that promise ongoing contributions to both programs and to public policy in Mexico.

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UNIVERSITY OF CONNECTICUT/UNIVERSIDAD  
AUTÓNOMA DE BAJA CALIFORNIA

Award Date: 2002 TIES Cycle I

Award Amount: \$299,857

Cost Share: \$331,589

Other Funds Leveraged: \$15,500

Other Partners: Project Oceanology; Chamber of  
Fishing and Aquaculture (CANAIPEs);  
National Science and Technology Council of  
Mexico (CONACYT)

The partners are improving education in marine sciences and coastal management at the postsecondary and K-12 levels through student and faculty training, exchanges, and joint research projects. Three scholarship students from the Universidad Autónoma de Baja California (UABC) are enrolled in the University of Connecticut's (UConn) Master of Science in Marine Sciences program, and 10 K-12 teachers from Connecticut and 11 from Mexico participated in a Marine Environmental Education summer institute at UConn. The partners are upgrading UABC's technological capabilities in environmental and coastal process monitoring, biodiversity, and marine resource assessments. In addition, the partnership is reinforcing UABC's capacity to inform stakeholders who play a role in coastal management issues in Mexico, including policy makers at the state, national, and international levels. The partnership has promoted a strong collaboration between the Marine Sciences Program at UABC and the state government offices responsible for the fisheries and aquaculture industry. The partners anticipate that this program will become a model for other coastal states in Mexico.

UNIVERSITY OF GEORGIA/UNIVERSIDAD  
VERACRUZANA

Award Date: 1998 (completed July 2001)

Award Amount: \$97,899

Cost Share: \$231,939

Other Funds Leveraged: \$548,026

Other Partners: Escuela Normal  
Veracruzana; Universidad Pedagógica  
Veracruzana, La Caña; Desarrollo Integral  
de la Familia (domestic violence agency);  
Secretariat de Educación y Cultura; Centers  
for Disease Control and Prevention;  
Gainesville City Schools; Hall County Board  
of Education; Garnett Ridge Family Support  
Center

Through faculty and student development programs and in-service training for professionals, this partnership increased the number of bilingual and culturally competent social workers, education professionals, and students. More than 35 Mexican faculty, students, teachers, and social workers shared instructional approaches with University of Georgia (UGA) professors, attended courses at UGA, and job-shadowed their counterparts. A group of 194 U.S. teachers, students, and social workers traveled to Mexico for academic and professional development activities. The partners organized several workshops at Universidad Veracruzana (UV) on topics including hepatitis, substance abuse, and disability services. They also held two videoconferences from UGA that drew approximately 200 participants. The partners developed a new social work curriculum at UV; conducted applied research projects with rural Mexican communities; and made 12 visits to a school in the rural community of La Caña. The partnership's success enabled it to win 17 additional grants.

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UNIVERSITY OF GEORGIA/UNIVERSIDAD  
VERACRUZANA

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$298,298

**Proposed Cost Share:** \$225,178

**Other Partners:** Georgia Department of  
Agriculture; CBH International, Inc.;  
Laboratory of High Technology; and the  
Georgia Small Business Development  
Center

By increasing the Universidad Veracruzana's (UV) capabilities in rural education, international food quality and safety standards, agricultural product diversification, and niche marketing for both domestic and international markets, the partnership will help UV make Mexico's trade-led rural economy more competitive. Through agricultural outreach programs for Mexican farmers in rural Veracruz, the partnership will enhance UV's academic curricula and faculty expertise to work with and empower low-income communities. The partnership will 1) develop a cadre of promising Mexican professionals with knowledge of and practical experience in production, processing, and marketing of agricultural products and 2) will contribute to the international scholarly discourse through collaborative research and joint publications.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN/  
UNIVERSIDAD AUTÓNOMA DE QUERÉTARO

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$297,667

**Cost Share:** \$523,146

**Other Partners:** Centro de Investigación y de  
Estudios Avanzados del Instituto Politécnico  
Nacional; Unidad Irapuato; Departamento  
de Ingeniería Química y de Ingeniería  
Bioquímica del Instituto Tecnológico de  
Celaya; Centro de Ciencias Básicas de la  
Facultad de Química at the Universidad  
Autónoma de Aguascalientes; Instituto de  
Ciencias Agrícolas at the Universidad de  
Guanajuato; Centro de Investigación y  
Estudios de Posgrado de la Facultad de  
Ciencias Químicas at the Universidad  
Autónoma de San Luis Potosí

The partners are collaborating to enhance agriculture, food quality, nutrition, and health in Mexico by providing training to Mexican graduate students. The partners are working closely with the Programa de Posgrado en Alimentos del Centro de la República, a group of food science departments of seven central Mexican universities headquartered at the Universidad Autónoma de Querétaro. The training program integrates plant and animal sciences, food engineering, nutritional and consumer science, and technology transfer leading to the production of nutritionally improved food plants and food products. Five Mexican students have completed the program and earned Master of Science degrees. In addition, the partners are exploring research opportunities in the development of improved varieties of fruits and vegetables. The partnership anticipates producing 30 or more joint publications in international peer-reviewed scientific journals.

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**UNIVERSITY OF NEW MEXICO,  
ALBUQUERQUE/UNIVERSIDAD DE QUINTANA ROO**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$188,902

**Cost Share:** \$139,113

**Other Partners:** University of Rhode Island Coastal Resources Center; Dirección de Zona Federal Marítimo Terrestre de la Secretaría de Medio Ambiente y Recursos Naturales; Colegio de Biólogos del Tecnológico de Chetumal; Amigos del Manatí; Amigos de Sian Ka'an; University of New Mexico Latin American and Iberian Institute

With the University of Rhode Island's Coastal Resources Center, the partners are building institutional capacity to provide academic and professional training in natural resources planning and management (NRPM), ultimately contributing to the establishment of an international, master's level NRPM program at Universidad de Quintana Roo (UQROO). Under this partnership, UQROO faculty members and two cohorts of professional, mid-career professionals from the public, private, and nonprofit sectors are being trained at the University of New Mexico, Albuquerque in community and regional planning.

**UNIVERSITY OF NOTRE DAME/UNIVERSIDAD DE GUADALAJARA**

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$299,738

**Cost Share:** \$347,515

**Other Partners:** Helen Kellogg Institute for International Studies at the University of Notre Dame

This partnership is developing the agricultural and business skills of small farmers in Mexico. Seven professors from the Universidad de Guadalajara (UG) business and economics faculties will attend classes at the University of Notre Dame (UND) and take part in a UND working group on NAFTA and rural

development. A new specialty in rural development and marketing for graduate students at UG will be taught at UG first by UND professors, and then by trained UG professors. The partners are offering annual eight-week summer internships in Mexico for teams made up of three UG graduate students and three MBA students from UND. These intern teams are working with Mexican NGOs or state agencies to create and/or improve small business units in the rural or urban areas near Guadalajara. These internships aim to link the industrial and professional service sectors near Guadalajara into efforts to improve the production and profitability of small farmers.

**UNIVERSITY OF RHODE ISLAND/UNIVERSIDAD DE QUINTANA ROO**

**Award Date:** 2000 (completed December 2002)

**Award Amount:** \$99,984

**Cost Share:** \$39,622

**Other Partners:** Mexico Federal Environmental Protection Agency; State Department of Environment; Orton P. Blanco Municipal Planning Agency; State Association of Biologists and Engineers; Hotel Association of Quintana Roo; Amigos de Sian Ka'an

This partnership established a center for geographic information system (GIS) data and technical expertise to improve environmental management on the Yucatán Peninsula. The Center is housed within the Universidad de Quintana Roo's science department and is well positioned to assist local and federal government officials in adopting environmentally sound management plans. It is a key technical information and training site in the promotion of GIS applications for economic development and environmental protection, spatial data modeling, ecological mapping, and data integration for environmental applications. The partners also created a regional GIS coordinating body (SIGPY) comprised of active GIS users and representatives from NGOs and research organizations. SIGPY's primary



responsibilities include adopting standards for data development, coordinating the construction base map data, identifying future development priorities, and distributing geospatial information via the Internet.

**UNIVERSITY OF SCRANTON/UNIVERSIDAD  
IBEROAMERICANA**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$299,067

**Cost Share:** \$299,420

**Other Funds Leveraged:** \$22,250 plus

**Other Partners:** Desarrollo de la Comunidad, A.C.; Hospital de Perinatología; Fundación Pro Niños de la Calle; Hospital Velez; Hospital de Tacubaya; Leahy Community Health Center

The partners are collaborating to improve access to culturally sensitive mental health services for Mexicans through the development of a collaborative Master of Community Counseling (eventual dual degree). The respective curricula have been designed, approved, and implemented at both institutions and approved by the Secretaría Educación Pública and Ministry of Health in Mexico. In addition, 25 faculty exchanges have taken place and videoconferencing equipment and a counseling library have been procured. The partners have begun a monograph series on mental health services for poor populations and have begun planning for a conference of the Americas to be held in Mexico City in October 2004. The partners have also initiated a second collaborative master's degree in health administration.

**UNIVERSITY OF TEXAS AT AUSTIN/BENEMÉRITA  
UNIVERSIDAD AUTÓNOMA DE PUEBLA**

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$212,162

**Cost Share:** \$500,600

**Other Partners:** Colegio Mexiquense; Instituto Tecnológico de Estudios Superiores de Monterrey—Ciudad de México; Universidad de las Américas-Puebla

The partnership is helping develop the human, organizational, and knowledge bases required to strengthen Mexico's independent or third sector, the not-for-profit, nongovernmental, and private voluntary enterprises that perform essential social and human services. The partners are improving teaching, research, and outreach in the areas of volunteerism, nonprofit management, and philanthropy in Mexico to help generate the social leadership needed for a vibrant and versatile civil society. The partnership has achieved its goals to date by participating in international civil society conferences and research discussions, assisting student exchange between Mexico and the United States, training more than 1,000 Mexicans, and collaborating with Mexican government and community organizations to enhance the partnership's effectiveness.

**UNIVERSITY OF TEXAS AT AUSTIN/INSTITUTO  
TECNOLÓGICO Y DE ESTUDIOS SUPERIORES,  
MONTERREY**

**Award Date:** 2001 (completed December 2003)

**Award Amount:** \$259,189

**Cost Share:** \$72,846

**Other Partners:** Tribunal Superior del Estado de Nuevo León; Consejo de la Judicatura del Estado de Nuevo León; Instituto de la Capacitación del Estado de Nuevo León

This partnership provided judicial training and promoted judicial professionalism at the state court level in the states of Nuevo León, Coahuila, and Tamaulipas and increased the



capacity of the constitutionally created Judicial Training Institutes to contribute to Mexico's development. Based on continued needs assessments, the partners determined that the primary need was not for strictly academic legal courses but for courses that address the role of judges in society and the daily professional challenges they face. As a result, the partners developed pilot modules covering the areas of judicial values and ethics, managing time and judicial records, new technologies in the courts, and mediation. These modules were delivered to 177 participants (85 women), including appellate court judges, lower court judges, law clerks, process servers, and judicial training institute directors. The Instituto Tecnológico y de Estudios Superiores de Monterrey now has a formal working relationship with the Judicial Training Institute in Nuevo León, the State Judicial Advisory Council, and the University of Texas-Austin's School of Law.

#### UNIVERSITY OF TEXAS AT SAN ANTONIO/UNIVERSIDAD AUTÓNOMA DE GUADALAJARA

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$297,971

**Cost Share:** \$242,280

**Other Partners:** South-West Texas Border Small Business Center at UTSA; City of Guadalajara Department of Economic Development; City of San Antonio International Affairs Department; Casa San Antonio in Guadalajara; U.S. Small Business Administration; Association of Small Business Development Centers; Asociación Mexicana de Educación Continua; Confederación Patronal de la República Mexicana; Latin Business Association; Secretaría de Economía; Nacional Financiera Universidad Autónoma de Monterrey; Universidad Veracruzana

This partnership established Small Business Development Centers (SBDC)

throughout Mexico. These centers work to promote job creation and economic self-sufficiency and to establish a new role for Mexican higher education to provide entrepreneurial development extension services. To date, 14 centers have been established by adapting the successful U.S. model for SBDCs and collaborating with a national Mexican association. Forty new economic development professionals completed nine months of training and were certified to conduct future work through the centers. Training was conducted via distance-learning technology and included information regarding operating guidelines, counseling and training best practices, accreditation procedures, and performance standards. In addition, the partnership supported short-term training for more than 500 Mexican participants. More than 100 future Centers are planned across Mexico, as a network collaboratively operated among the federal, state and municipal governments, and universities.

#### UNIVERSITY OF WISCONSIN-MADISON/INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES, MONTERREY-QUERÉTARO

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$299,995

**Cost Share:** \$602,649

**Other Funds Leveraged:** \$119,588

**Other Partners:** Professional Dairy Producers of Wisconsin; State of Wisconsin Department of Agriculture, Trade, and Consumer Protection; UW Cooperative Extension, Babcock Institute for International Dairy Research and Development; ALPURA dairy cooperative; Consejo Nacional de Ciencia y Tecnología

This partnership is enhancing the efficacy of the dairy sector as an engine for development by enhancing the skills of Mexican dairy professionals and strengthening dairy trade links between the United States and Mexico. By establishing a Center for Excellence in

Dairy Training to increase milk production, quality, and productivity in Central Mexico, the partners expect to raise the incomes of small farmers, improve the nutritional status of at-risk children, and increase trade in dairy products between the United States and Mexico. The partnership supported Mexican faculty and student participation in dairy study tours and lectures in Wisconsin and sponsored student internships at dairy farms. In addition, the partnership obtained a \$100,000 USDA Higher Education Challenge grant to expand the exchange of students between the partners.

#### UNIVERSITY OF WISCONSIN-MADISON/UNIVERSIDAD DE GUADALAJARA

**Award Date:** 2004 TIES Cycle II

**Award Amount:** \$299,905

**Cost Share:** \$190,485

**Other Partners:** Intermunicipal Committee for the Integrated Management of the Lower Ayuquila Watershed

This partnership will strengthen the capacities of local municipal governments to preserve and to restore the Ayuquila-Armeria River watershed. The partners will promote local institutional mechanisms for watershed management. These mechanisms will combine municipal decision making and actions with the participation of regional government agencies, pertinent private stakeholders, and local academic institutions. The partners will train selected Mexican municipal, state, and federal employees, professionals, and students in watershed management, public administration, communication, natural-resource economics, forest management, restoration ecology, wastewater and solid-waste treatment, and recycling. Through workshops, short courses, training visits, internships, and master's-level courses, this training will be integrated into the ongoing intermunicipal watershed-management program. Partners will create a new master's program in natural

resource management and ecology at the Universidad de Guadalajara's Centro Universitario de la Costa Sur and will strengthen the abilities of other Mexican academic institutions to participate in regional watershed development.

#### UNIVERSITY OF WISCONSIN-MADISON/UNIVERSIDAD DE GUADALAJARA

**Award Date:** 2001

**Award Amount:** \$97,093

**Cost Share:** \$204,568

**Other Funds Leveraged:** \$373,000

**Other Partners:** Eight municipal presidents (mayors) from the Ayuquila River watershed; Trout Unlimited; U.S. Department of Education; Kickapoo Valley Nature Reserve Management Board; Kickapoo-Ayuquila Association; University of Wisconsin Foundation; Community Conservation, Inc.; Ingenio Melchor Ocampo; Sierra de Manantlán Biosphere Reserve; El Grullo Board of Drinking Water; numerous others

This partnership is developing a replicable model for community-based watershed management that is both ecologically sound and politically sustainable. Among other accomplishments, the partners 1) established an Intermunicipal Committee for the Integrated Management of the Lower Ayuquila Watershed, with a special fiduciary fund to ensure prompt and flexible funding for watershed management activities; 2) continued their monthly monitoring of the Ayuquila River's water quality; 3) conducted a study of the potential use of residual water from a sugar mill for irrigation, which would ultimately result in zero discharge into the Ayuquila River; 4) collected and analyzed data on water use and accompanying financial variables; and 5) held numerous meetings with local and national officials on legal, institutional, and financial matters related to the watershed. Local watershed management successes

through the partnership have begun to attract the attention of state and national political leaders, and the Ayuquila River drainage model is regarded as a model for all of Mexico.

#### WESTERN ILLINOIS UNIVERSITY/UNIVERSIDAD AUTÓNOMA DE QUERÉTARO

**Award Date:** 2002 TIES Cycle I

**Award Amount:** \$247,860

**Cost Share:** \$249,775

**Other Partners:** Nacional Financiera SNC; Banco de Comercio Exterior; U.S. Mexican/American Chamber of Commerce; John Deere, Inc.; Caterpillar, Inc.; Small Business Development Center of Western Illinois; Rotary International

This partnership is working to develop micro- and small businesses in the central region of Mexico. Students from Mexico have received training on small business development from faculty and business owners in the United States. For potential and current small businesses in Mexico, the partnership has developed a series of outreach training sessions that focus on the basic functions of business development. To develop future NAFTA leaders, the partners have created a trilateral master's of business administration degree, whereby a group of students spends a semester in Canada, a semester in the United States, and a semester in Mexico, followed by an internationally related internship in Washington, DC. Five Mexican students are currently receiving graduate scholarships. In addition, faculty from the partner universities are conducting research to determine why businesses locate in central Mexico or in the U.S. Midwest.

## NICARAGUA

### UNIVERSITY OF CALIFORNIA, DAVIS/UNIVERSIDAD NACIONAL AGRARIA

**Award Date:** 1999 (completed November 2003)

**Award Amount:** \$97,800

**Cost Share:** \$74,400

This partnership enhanced postharvest agriculture programs at educational institutions in Nicaragua. Four Nicaraguan students completed a nine-month postgraduate certificate program in postharvest biology and technology at the University of California, Davis (UCD), and nine attended an intensive postharvest technology short-course, also at UCD. Other significant accomplishments include developing a Spanish-language UCD postharvest technology web page and forming a Postharvest Team at Universidad Nacional Agraria (UNA), comprised primarily of national postharvest experts. The partners led efforts to systematically improve postharvest technology in Nicaragua, develop a Nicaragua-based postharvest web site, and arrange for faculty exchanges. For its agricultural development activities, the team secured a \$4 million donation from the Japan International Cooperation Agency. As a result of the partnership, UCD further refined its postgraduate certificate program, and UNA developed two new agriculture courses and is developing a postharvest technology short-course modeled after one at UCD.

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UNIVERSITY OF FLORIDA/MINISTERIO  
AGROPECUARIO Y FORESTAL

Award Date: 1998 (completed October 2001)

Award Amount: \$199,996

Cost Share: \$138,602

Other Funds Leveraged: \$11,696

Other Partners: Asociación Nicaragüense de  
Productores y Exportadores de Productos  
No-Tradicionales; U.S. Department of  
Agriculture; Chemonics; Universidad de  
Centroamericana; National Oceanic and  
Atmospheric Administration

This partnership improved sustainable agricultural practices for small farmers in Nicaragua and enhanced agricultural information networks. In response to the diverse, critical needs of Nicaragua's agricultural community following Hurricane Mitch, the partners delivered numerous short courses and workshops on various topics, including soil fertility, adaptability analysis, sanitation control, biotechnology, coffee nutrition, vegetable crop production, marketing, agricultural crop pathogens, human pathogens, plant virology, irrigation, postharvest technology, and bovine genetic research. The partnership was well positioned to respond rapidly to an outbreak of avian influenza and rat and vampire bat infestations following the hurricane. The partners rapidly dispatched experts to the affected areas to teach pest control methods. During the last phase of the project, the partners focused on providing hands-on training in sanitary control processes for small shrimp producers and providing basic biotechnology research training for two Nicaraguan students from the Universidad de Centroamerica.

UNIVERSITY OF WISCONSIN-RIVER  
FALLS/UNIVERSIDAD NACIONAL AGRARIA

Award Date: 2003

Award Amount: \$103,377

Cost Share: \$49,037

Other Funds Leveraged: \$16,410

Other Partners: Wisconsin/Nicaragua Partners of  
the Americas; University of Wisconsin  
Cooperative Extension Service

This partnership is augmenting the agricultural and pedagogical knowledge of the Universidad Nacional Agraria (UNA) faculty by establishing mentoring relationships with University of Wisconsin-River Falls (UWRF) faculty. Bolstering the institutional capacity of UNA, the only public agricultural university in Nicaragua, promises to significantly benefit the country's predominantly agriculture-based economy. To date, six UNA faculty members have visited UWRF for four- to eight-week periods to learn more about grant writing, agricultural marketing, agricultural financial management, animal nutrition, and soil and water management. Through cost savings and other leveraged funds, the partnership will send nine UWRF faculty to UNA rather than the originally anticipated five. The partnership also continues to make significant progress on a farm business simulator software program to be used as a teaching tool at UNA. This collaboration has encouraged UNA to embrace the U.S. land-grant educational model.

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## PERU

IOWA STATE UNIVERSITY/UNIVERSIDAD NACIONAL  
AGRARIA-LA MOLINA

Award Date: 2001

Award Amount: \$99,948

Cost Share: \$26,339

Other Funds Leveraged: \$12,000

Other Partners: Grupo Yanapai; Practical Farmers  
of Iowa

The partners are working to strengthen institutional capacity in sustainable agriculture and in building sustainable rural communities in Peru. Among notable accomplishments, the partners have 1) implemented a master's program in agrarian innovation for rural development at the Universidad Nacional Agraria-La Molina (UNALM), admitting 25 students into its first two classes; 2) established the Institute for Sustainable Smallholder Production at UNALM; 3) developed an interdisciplinary master's and Ph.D. program in sustainable agriculture at UNALM; 4) and organized a hands-on learning tour within Peru for 21 Peruvian farmers, a representative from a Peruvian NGO, two UNALM faculty, a farmer from Iowa, an Iowa State University extension agronomist, and two indigenous farmers from Ecuador. Partnership activities are contributing to a significant shift in the focus of UNALM toward a more applied development orientation that takes into account the needs of small farmers and peasant communities. The partners are now planning to develop exchanges between Hopi and Peruvian farmers.

JOHNS HOPKINS UNIVERSITY SCHOOL OF PUBLIC  
HEALTH/UNIVERSIDAD PERUANA CAYETANO  
HEREDIA

Award Date: 2001

Award Amount: \$99,998

Cost Share: \$90,001

Other Partners: U.S. Naval Medical Research  
Center Detachment in Peru

This partnership is increasing the capacity of health professionals in Peru in HIV/AIDS prevention and control by training them in new biostatistical and epidemiological methods. Through the partnership, a modern, cost-effective statistical software package, Stata, has been instituted as the analytical tool favored by Peru's epidemiologists. The Peruvian National Institutes of Health (NIH) will purchase Stata in bulk quantities and receive training in 2004. The partners are continuing to develop a 32-credit, two-semester certificate program in epidemiology-biostatistics quantitative methods, the only one of its kind in South America. To date, the partnership has trained approximately 315 Peruvian nationals in statistical software, biostatistics, geospatial statistics, and grant writing. Additional biostatistics courses will soon be taught at the Peruvian NIH and at the Ministry of Health's Epidemiology Office. Partnership activities have created synergies with programs under other grants awarded to Johns Hopkins, totalling over \$21 million.



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ORGANIZATION FOR TROPICAL  
STUDIES/UNIVERSIDAD NACIONAL DE LA AMAZONÍA  
PERUANA/AMAZON CENTER FOR ENVIRONMENTAL  
EDUCATION AND RESEARCH

**Award Date:** 1998 (completed August 2001)

**Award Amount:** \$100,000

**Cost Share:** \$181,505

**Other Partners:** Explorama Tours; Universidad de  
San Antonio de Abad del Cusco

The partners collaborated to develop the Amazon region's scientific infrastructure for protection of endangered biodiversity and natural resources. During the first three summers of the collaboration, the partners selected a total of 66 graduate students and natural resource managers (from 263 total applications) representing 12 Latin American countries for an intensive field course on the ecology of Amazonian ecosystems. Thirty-nine students participated in one-week practical training courses in geographic information systems, and 43 students earned post-course research fellowships to conduct further projects in their home countries. In follow-up surveys of the alumni, more than 70 percent reported that their experience helped them gain admission into graduate programs, receive fellowships, or obtain employment. As a result of this collaboration, the Universidad Nacional de la Amazonía Peruana and the Universidad de San Antonio de Abad del Cusco were admitted into the Organization for Tropical Studies consortium of universities and research institutions.

TEXAS A&M UNIVERSITY/UNIVERSIDAD NACIONAL  
AGRARIA-LA MOLINA

**Award Date:** 2002

**Award Amount:** \$100,000

**Cost Share:** \$301,270

**Other Partners:** International Potato Center;  
various nongovernmental organizations in  
the rural communities of La Libertad,  
Aymara, and Mariscal Castilla

This partnership is working to improve the income of small-scale producers in the Central Peruvian highlands through the production, processing, and marketing of Andean root and tuber crops (ARTC). To conserve natural resources and biodiversity, the partners expect to introduce appropriate and sustainable practices for the production of ARTCs in the rural communities of La Libertad, Aymara, and Mariscal Castilla. The partners have screened selected ARTC varieties for phytochemical content in collaboration with the International Potato Center; initiated marketing studies on the viability of the selected crops at the local, national, regional, and international levels; and established a research and extension team at the Universidad Nacional Agraria-La Molina, composed of undergraduates, many of whom come from underserved populations. Preliminary results indicate that, thanks to their health benefits, ARTCs hold high potential for entry into the world market.

UNIVERSITY OF DELAWARE/PONTIFICIA  
UNIVERSIDAD CATÓLICA DEL PERÚ

Award Date: 2002  
Award Amount: \$99,998  
Cost Share: \$91,317  
Other Funds Leveraged: \$41,000

By implementing problem-based learning (PBL) at the Pontificia Universidad Católica del Perú (PUCP), the partners are working to reform the preparation of future public school teachers in the host country. By the end of the ALO funding period, the partners expect that 1) 100 PUCP professors (chemistry, physics, and math) will be trained to design and implement PBL courses in their respective disciplines; 2) 100 public school teachers will be trained to instruct in a PBL format; and 3) 40 chemistry, physics, and math courses will be converted into the PBL format at two public universities (the Universidad Nacional Mayor de San Marcos and the Universidad Nacional de Educación Enrique Guzmán y Valle) and two public pedagogical institutes (the Instituto Pedagógico Nacional de Monterrico and the Instituto Paulo Freire de Comas). Recently, the partners conducted a PBL-training workshop in Lima for approximately 80 professors and secondary school teachers.

UNIVERSITY OF WISCONSIN-MADISON/UNIVERSIDAD  
NACIONAL DEL ALTIPLANO

Award Date: 2001  
Award Amount: \$99,958  
Cost Share: \$81,559  
Other Funds Leveraged: \$5,000  
Other Partners: BOMED, Inc.; Centro de Investigación de Recursos Naturales y Medio Ambiente; Instituto Nacional de Investigación Agraria; Universidad de la Frontera (Chile); Ministry of Agriculture; Universidad de San Marcos

This partnership is working to create a high altitude-adapted milking cow for the impoverished Altiplano region of Peru. A hybrid animal can be created by crossbreeding yaks with cows. If the resulting cows prove to be viable milk producers, the partners envision greater employment opportunities and food security in the rural Altiplano region. As the Peruvian Ministry of Agriculture currently does not have a protocol in place that allows for the importation of *in vitro*-produced embryos, the partners are working closely with both U.S. and Peruvian government officials to establish an appropriate set of regulations. The emphasis of primary activities has therefore shifted from embryo importation to the education and training of veterinary staff in embryo production and transfer techniques. The University of Wisconsin-Madison will host a workshop for Peruvian veterinarians in 2004.

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## REGIONAL LATIN AMERICA AND THE CARIBBEAN

NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION/NUMEROUS UNIVERSITIES THROUGHOUT 12 LATIN AMERICAN COUNTRIES

**Award Date:** 1999 (completed October 2003)

**Award Amount:** \$100,000

**Cost Share:** \$523,740

This partnership created a self-sustaining network of colleges and universities in the United States and Latin America—through both North-South and South-South collaborations—to strengthen public administration and management education in order to ensure that government institutions are more transparent and accountable and that civil society participation in public affairs and political processes increases. The partnership 1) published a

widely disseminated textbook on decentralization and public administration; 2) provided financial support for nine technical assistance and four policy research partnerships among universities; and 3) created the Inter-American Network for Public Administration Education (INPAE), the only network of higher education institutions of public administration and public management in the Americas. In 2003, the National Association of Schools of Public Affairs and Administration and INPAE convened meetings in Brazil and Panama of multiple U.S. and Latin American universities to discuss initial steps toward institutionalizing INPAE as a formal entity capable of promoting and sustaining an inter-American association of public administration schools.

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# CONCLUSION:

## Knowledge Networks and Communities of Practice

Each higher education partnership contributes valuable expertise and resources to address development issues. As the partnership continues to grow and more partners engage in the development of a country or a region, larger, more enduring changes are set in motion by knowledge networks in all of the participating countries, including the United States.

These innovative networks involve a wide range of development partners, often by working through consortia of higher education institutions. They serve a larger constituency, have increased marketing and outreach resources, and bring a broader array of expertise to the table. They also make the partnership more sustainable.

Development networks allow participants to exchange program ideas, best practices, and curricula, and identify solutions to challenges that individual partners may be facing. Networks also facilitate joint programming among institutions and enable them to share resources. Networks can often pursue large funding sources that otherwise would not be available to individual institutions. ALO actively works to promote synergy across its network of partnerships to help create a higher education community of practice actively involved in global development.

The evolution of partnerships into a community of practice is the basis for achieving the long-term sustainability envisioned by ALO's Institutional Partnership Program. Several key attributes must exist in an ideal community:

- Partnership activities that address a jointly defined development challenge.
- Participation by key decision makers in the partner country, who are committed to the goals of the partnership.
- Equal participation by partners in all program activities.
- Professional training to create self-sustaining and fully trained professionals to carry on the work of educating the successor generation.
- Institutional strengthening through new infrastructure development, for example, creating new departments or new curricula, using new technologies, and joint course programming.
- Creating linkages that extend beyond the principal partners into the public and private sectors, to nongovernmental organizations (NGOs), consortia, community-based organizations, and other stakeholders.

It is a challenge to design and expand these partnerships so that they become a lasting means of increasing institutional capacity to contribute to development. Sustainable growth is important not just for individual partnerships, but also collectively, so that real change is effected in all the participating countries. The strongest partnerships are those that do not lock participating institutions into a compact for a single purpose, but instead foster relationships that tap the collective skills, knowledge, and resources of all partners in a community of stakeholders in order to address new challenges.





# APPENDIX I

## *Partnerships by Sector and Special Designation*

### **Agriculture/Agribusiness/Animal Science**

Clemson University/Universitas Sam Ratulangi (Indonesia)	54
Cornell University/Tamil Nadu Agricultural University (India)	50
Cornell University/Universidad Autónoma de Yucatán (Mexico)	87
Iowa State University/Universidad de Colima (Mexico)	89
Iowa State University/Universidad Nacional Agraria-La Molina (Peru)	107
Iowa State University/University of Agricultural Sciences (India)	52
Langston University/Alemaya University (Ethiopia)	9, 10
Langston University/Awassa College of Agriculture, Debub University (Ethiopia)	10
Lincoln University of Missouri/University of Malawi, Bunda College of Agriculture (Malawi)	18
Michigan State University/Tamil Nadu Agricultural University (India)	52
Michigan State University/Texas A&M University/National University of Rwanda (Rwanda)	25
Michigan State University/University of Mali (Mali)	19
Mississippi State University/University of Dar es Salaam (Tanzania)	38
Montana State University/L'Institut d'Economie Rurale (Mali)	20
Montana State University/University of Zagreb/Osijek University (Croatia)	70
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)	91
The Ohio State University/Makerere University (Uganda)	40
The Ohio State University/Punjab Agricultural University (India)	52
The Ohio State University/Sokoine University of Agriculture (Tanzania)	39
The Pennsylvania State University/University of Namibia (Namibia)	23
Purdue University/Cornell University/Escuela Agrícola Panamericana (Zamorano) (Honduras)	83
Purdue University/University of Agricultural Sciences (India)	53
Texas A&M University/Consortio Técnico del Noreste de Mexico (Mexico, 2001)	96
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2002)	95
Texas A&M University/Universidad Autónoma de Nuevo Leon (Mexico)	95
Texas A&M University/Universidad Nacional Agraria-La Molina (Peru)	108
Texas Agricultural Experiment Station/University of Malawi, Bunda College of Agriculture (Malawi)	18
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University (Kenya)	16, 22
Tufts University School of Veterinary Science/Tribhuvan University (Nepal)	59
University of Arizona/Universidad Autónoma de Chapingo (Mexico)	97
University of California, Davis/Tamil Nadu Agricultural University (India)	53
University of California, Davis/Universidad Nacional Agraria (Nicaragua)	105
University of Delaware/Obafemi Awolowo University (Nigeria)	24
University of Florida/Ministerio Agropecuario y Forestal (Nicaragua)	106
University of Georgia/Universidad Veracruzana (Mexico)	100
University of Illinois at Urbana-Champaign/Universidad Autónoma de Querétaro (Mexico)	100
University of Notre Dame/Universidad de Guadalajara (Mexico)	101
University of Wisconsin-Madison/Instituto Tecnológica y de Estudios Superiores, Monterrey-Querétaro (Mexico)	103

University of Wisconsin-Madison/Universidad Nacional del Altiplano (Peru)	109
University of Wisconsin-Madison/Universidad de San Carlos de Guatemala (Guatemala)	82
University of Wisconsin-River Falls/Universidad Nacional Agraria (Nicaragua)	106
Virginia State University/University of Asmara/Ministry of Agriculture (Eritrea)	8
Walla Walla Community College/Al-Azhar University (Egypt)	50

### **Community Development**

California State University, Fullerton/Pannasastra University of Cambodia (Cambodia)	48
Cornell University/Bahir Dar University (Ethiopia)	10
Florida A&M University/Universidad Iberoamericana (Mexico)	88
Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)	32
Middle Tennessee State University/University of Durban-Westville (South Africa)	33
Ohio University/University of Maiduguri (Nigeria)	23
Tuskegee University/University of Fort Hare (South Africa)	37
University of Georgia/Universidad Veracruzana (Mexico, 1998)	99
University of Georgia/Universidad Veracruzana (Mexico, TIES 2004)	100
University of Illinois at Chicago/Addis Ababa University (Ethiopia)	12
University of Scranton/Universidad Iberoamericana (Mexico)	102

### **Democracy & Governance/Public Policy/Law/Journalism & the Media**

American University/Universidad de Los Andes/Universidad Nacional de Colombia (Colombia)	81
Cleveland State University/University of Rijeka (Croatia)	69
Cornell University/Bahir Dar University (Ethiopia)	9, 10
DePaul University/University of Bahrain (Bahrain)	45
Florida A&M University/University of Zululand (South Africa)	29
Georgia State University/An-Najah National University (West Bank/Gaza)	66
Indiana University/American University-Central Asia (Kyrgyzstan)	71
Indiana University/Universidad Nacional Autónoma de Mexico (Mexico)	88
Kansas State University/Gorno-Altaisk State University (Russia)	74
Mississippi Consortium for International Development/Agostinho Neto University (Angola)	5, 9
National Association of Schools of Public Affairs/Numerous institutions throughout Latin America	110
Ohio University/State Islamic University Syarif Hidayatullah (Indonesia)	54
San Diego State University/Universidad Autónoma de Baja California (Mexico)	93
Southern Illinois University at Carbondale/Independent University of Bangladesh (Bangladesh)	46
Suffolk University/University of Cape Coast (Ghana)	13
Tiffin University (GCDC)/University of Bucharest (Romania)	72
University of Alabama/Mekelle University (Ethiopia)	11
University of Chicago/Universidad de Iberoamericana, Ciudad de Mexico (Mexico)	98
University of Delaware/Institute of Local Government Studies/Erasmus University (Ghana)	13
University of Georgia/Birzeit University/Al-Azhar University of Gaza (West Bank/Gaza)	67
University of Georgia/Unity University College (Ethiopia)	12
University of Houston/Bangladesh University of Engineering and Technology (Bangladesh)	46
University of Illinois at Urbana-Champaign/Institute of Technology, Bandung (Indonesia)	55
University of Massachusetts Boston/Université Gaston Berger de Saint Louis (Senegal)	26
University of Texas at Austin/Benémérita Universidad Autónoma de Puebla (Mexico)	102
University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores, Monterrey (Mexico)	102

University of Wisconsin-Madison/Universidad de Guadalajara (Mexico)	104
Washington University in St. Louis/Tribhuvan University (Nepal)	60

## Economic Growth & Trade

Arizona State University/Instituto Tecnológico de Sonora (Mexico)	86
Central Connecticut State University/University of the West Indies (Jamaica)	84
Cleveland State University/Copperbelt University (Zambia)	41
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)	38
Community Colleges of Colorado/National Confederation of Industry (Brazil)	80
Daytona Beach Community College/Universidad Regiomontana (Mexico)	88
Florida A&M University/Universidad Iberoamericana (Mexico)	88
Furman University/University of the West Indies (Jamaica)	85
Georgia State University/Alexandria Institute of Technology (Egypt)	48
Highline Community College/Cape Technikon (South Africa)	31
Highline Community College/National Access Consortium Western Cape (South Africa)	9, 30
Highline Community College/Polytechnic of Namibia (Namibia)	9, 21
Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)	63
Langston University/Alemaya University (Ethiopia)	9, 10
Langston University/Debub University, Awassa College of Agriculture (Ethiopia)	10
Maricopa Community College District/Universidad Veracruzana (Mexico)	90
Maricopa Community College District/Université D'Abomey, National School of Applied Economics and Management (Benin)	6
Middlesex Community College/Addis Ababa Commercial College (Ethiopia)	11
Montana State University/University of Zagreb/Osijek University (Croatia)	70
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)	91
The Ohio State University/Makerere University (Uganda)	40
The Ohio State University/Sokoine University of Agriculture (Tanzania)	39
Prince George's Community College/Vista University (South Africa)	9, 34
Purdue University/Cornell University/Escuela Agrícola Panamericana (Zamorano) (Honduras)	83
Riverside Community College/University of Asmara (Eritrea)	8, 9
San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)	92
Southern Connecticut State University/Technical University of Cluj-Napoca (Romania)	72
Southern New Hampshire University/The Open University of Tanzania (Tanzania)	39
Southern New Hampshire University/University of the North (South Africa)	35
Springfield Technical Community College/Althone Technical College (South Africa)	36
Tennessee State University/L'viv Institute of Management (Ukraine)	75
Texas A&M University/Consorcio Técnico del Noreste de Mexico (Mexico, 2001)	95
Texas A&M University/University of Malawi, Bunda College of Agriculture (Malawi)	18
Texas Christian University/Universidad de las Americas-Puebla (Mexico)	96
Texas Southern University/Eastern Cape Technikon (South Africa)	36
University of Arkansas/Université du Centre at Sousse (Tunisia)	64
University of Arkansas/Yarmouk University (Jordan)	55
University of Delaware/Obafemi Awolowo University (Nigeria)	24
University of Georgia/Universidad Veracruzana (Mexico)	99, 100
University of Georgia/University of Zagreb (Croatia)	70
University of Maryland, Eastern Shore/University of Cape Coast (Ghana)	13

University of Massachusetts Boston/Université Gaston Berger de Saint Louis (Senegal)	26
University of Missouri-Rolla/Mazoon College for Management and Applied Sciences (Oman)	61
University of Notre Dame/Universidad de Guadalajara (Mexico)	101
University of Texas at San Antonio/Universidad Autónoma de Guadalajara (Mexico)	103
University of Wisconsin-Madison/Instituto Tecnológico y de Estudios Superiores, Monterrey-Queretaro (Mexico)	103
University of Wyoming/Saratov State Socio-Economics University (Russia)	75
Western Illinois University/Universidad Autónoma de Queretaro (Mexico)	105

## Education

### Basic Education

Edinboro University of Pennsylvania/University of the Free State (South Africa, 1999)	28
Edinboro University of Pennsylvania/University of the Free State (South Africa, 2002)	9, 28
Metropolitan Community College/Universidad Centroamericano “José Simeón Cañas” (El Salvador)	82
Ohio University/State Islamic University Syarif Hidayatullah (Indonesia)	54
Ohio University/University of Maiduguri (Nigeria)	23
Pacific Lutheran University/University of Namibia (Namibia)	21
University of South Florida/University of Cape Coast/University College of Education of Winneba (Ghana)	14
University System of Georgia/University of Cape Coast (Ghana)	14
Virginia Polytechnic Institute and State University/Malawi Institute of Education/Domasi College of Education (Malawi)	18, 19

### Secondary and Higher Education

Arizona State University/Instituto Tecnológico y de Estudios Superiores, Monterrey (Mexico)	86
Boston University/Lesotho College of Education (Lesotho)	17, 22
Bronx Community College/Umgungundlovu Further Education & Training College (South Africa)	27
Bronx Community College/University of Natal, Pietermaritzburg (South Africa)	27
Central Connecticut State University/University of the West Indies (Jamaica)	84
Eastern Iowa Community College District/Vasavi College of Engineering (India)	51
Florida State University/Potchefstroom University (South Africa)	29
Highline Community College/Cape Technikon (South Africa)	31
Highline Community College/Polytechnic of Namibia (Namibia)	9, 21
Howard University/University of the Western Cape (South Africa, 2003)	22, 32
Howard University/University of the Western Cape/University of Nairobi (South Africa)	31
Indiana State University/Mzuzu University (Malawi)	17
Indiana State University/University of Hassan II-Mohammedia (Morocco)	58
Indiana University/South East European University (Macedonia)	71
Johnston Community College/Thai Ministry of Education (Thailand)	63
Kansas State University/Gorno-Altaisk State University (Russia)	74
Montana State University/L’Institut d’Economie Rurale (Mali)	20
Murray State University/University of Bahrain (Bahrain)	46
Northern Arizona University/Universidad de Sonora (Mexico)	91
The Pennsylvania State University/University of Durban-Westville (South Africa)	34
Plattsburgh State University of New York/Institut National de Commerce (Algeria)	45

Prince George's Community College/National University of Rwanda (Rwanda)	25
Prince George's Community College/Vista University (South Africa)	9, 34
Purdue University/Afghan Ministries of Education and Higher Education, the Polytechnic Institute, the Education University, Kabul University and four regional universities (Afghanistan)	44
Red Rocks Community College/Tribhuvan University (Nepal)	59
San Diego State University/Universidad Autónoma de Baja California (Mexico)	93
Southern Methodist University/University of Tunis El Manar (Tunisia)	56, 64
Southern Oregon University/Universidad de Guanajuato (Mexico)	93
Spelman College/Durban Institute of Technology (South Africa)	9, 35
Spelman College/Mangosuthu Technikon (South Africa)	35
State University of New York at Cortland/University of Nairobi (Kenya)	16
Texas Christian University/Universidad de las Americas-Puebla (Mexico)	96
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University (Kenya)	16
University of Arizona/Centro de Investigacion y de Estudios Avanzados (Mexico)	97
University of Arizona/El Colegio de Sonora (Mexico)	97
University of Arizona/Universidad Autónoma de Chapingo (Mexico)	97
University of Arizona/Universidad Autónoma de Tamaulipas (Mexico)	96
University of Chicago/Universidad de Iberoamericana, Ciudad de Mexico (Mexico)	98
University of Connecticut/Universidad Autónoma de Baja California (Mexico)	99
University of Delaware/Pontificia Universidad Católica del Perú (Peru)	109
University of Georgia/Universidad Veracruzana (Mexico, 1998)	99
University of Georgia/Universidad Veracruzana (Mexico, 2004)	100
University of Illinois at Chicago/Addis Ababa University (Ethiopia)	12
University of Iowa/Nigerian National Universities Commission (Nigeria)	24
University of Massachusetts Amherst/Afghan Education University (Afghanistan)	45
University of Missouri/University of Western Cape (South Africa)	37
University of Missouri, Rolla/Mazoon College for Management and Applied Sciences (Oman)	61
University of North Carolina at Chapel Hill/University of Jordan (Jordan)	55
University of Pittsburgh/Moi University (Kenya)	17
University of Scranton/Universidad de Iberoamericana (Mexico)	102
Utah State University/Universidad Autónoma de Santo Domingo (Dominican Republic)	81
Virginia Polytechnic Institute and State University/University of California, Davis/Dhaka University (Bangladesh)	47
Washington State University/University of the Witwatersrand (South Africa)	38
Western Illinois University/Universidad Mayor de San Andrés/Universidad Autónoma Gabriel René Moreno (Bolivia)	80
Worcester Polytechnic Institute/Polytechnic of Namibia (Namibia)	23

## Environment/Natural Resources Management

American Museum of Natural History/Universidad Mayor de San Andrés/Universidad Católica Boliviana/Universidad Autónoma Gabriel René Moreno (Bolivia)	79
Arizona State University/Instituto Tecnológico de Sonora (Mexico)	86
Calvin College/Birzeit University (West Bank/Gaza)	65
Cornell University/Bahir Dar University (Ethiopia)	10
Cornell University/Leyte State University (Philippines)	61
Haskell Indian Nations University/Gorno-Altai State University (Russia)	74



Indiana State University/Mzuzu University (Malawi)	17
Indiana University/Kathmandu University (Nepal)	58
Indiana University/Universidad Nacional Autónoma de Mexico (Mexico)	88
Kansas State University/Gorno-Altaisk State University (Russia)	74
Kent State University, Trumbull Campus/Tashkent State University (Uzbekistan)	76
Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)	89
Michigan State University/Institute of Forestry, Tribhuvan University (Nepal)	58
Michigan Technological University/Universidad de Sonora, Hermosillo (Mexico)	90
Middle Tennessee State University/University of Durban-Westville (South Africa)	33
Mississippi State University/University of Dar es Salaam (Tanzania)	38
Montana State University/Universidad Autónoma de Baja California (Mexico)	90
Northern Arizona University/Universidad de Sonora (Mexico)	91
Oregon State University/Fort Cox College/University of Fort Hare/University of Natal- Pietermaritzburg (South Africa)	33
Oregon State University/Wondo Genet College of Forestry of Debub University (Ethiopia)	11
Oregon State University/University of Botswana (Botswana)	6
Organization for Tropical Studies/Universidad Nacional de la Amazonía Peruana/ Amazon Center for Environmental Education and Research (Peru)	108
Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)	92
Purdue University/Cantho University/Nong Lam University (Vietnam)	65
Purdue University/Novgorod State University (Russia)	74
Purdue University/Islamic University of Gaza (West Bank/Gaza)	66
Purdue University/Cornell University/Escuela Agrícola Panamericana (Zamorano) (Honduras)	83
State University of New York at Albany/Makerere University (Uganda)	40
State University of New York at Cortland/University of Nairobi (Kenya)	16
State University of New York at Morrisville/Universidad Tecnológica de Tula-Tepeji (Mexico)	94
Texas A&M University-Corpus Christi/Lamar University/Instituto Tecnológico de Saltillo (Mexico)	94
Texas A&M University-Kingsville/Instituto Tecnológico y de Estudios Superiores, Monterrey (Mexico)	94
University of Arizona/Universidad Autónoma de Tamaulipas (Mexico)	96
University of Arizona/Centro de Investigacion y de Estudios Avanzados (Mexico)	97
University of California, Davis/Samarkand State University (Regional Central Asia)	77
University of Colorado at Boulder/Centro Federal de Educacao Technologica de Minas Gerais (Brazil)	80
University of Colorado at Boulder/Tribhuvan University (Nepal)	60
University of Connecticut/Universidad Autónoma de Baja California (Mexico)	99
University of Delaware/University of the West Indies (Jamaica)	85
University of Houston/Bangladesh University of Engineering and Technology (Bangladesh)	46
University of Maryland, Eastern Shore/Palestine Polytechnic University (West Bank/Gaza)	67
University of New Mexico, Albuquerque/Universidad de Quintana Roo (Mexico)	101
University of New Mexico/Escuela Agrícola Panamericana (Zamorano) (Honduras)	84
University of Oklahoma/Bethlehem University (West Bank/Gaza)	67
University of Pittsburgh/Moi University (Kenya)	17
University of Rhode Island/Universidad de Quintana Roo (Mexico)	101
University of South Carolina/Mapúa Institute of Technology (Philippines)	62
University of Washington/De La Salle University (Philippines)	62
University of Washington/Silliman University (Philippines)	62
University of Washington/Chulalongkorn University (SE Asia Regional)	68

University of Washington/University of Port Elizabeth (South Africa)	37
University of Wisconsin-Madison/Universidad de Guadalajara (Mexico)	104
University of Wisconsin-Madison/Universidad de Guadalajara (Mexico)	104
Virginia Polytechnic Institute and State University/Bangladesh University of Engineering and Technology (Bangladesh)	47
Washington State University/University of Botswana/Botswana College of Agriculture (Botswana)	7
Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (Uzbekistan)	77

### **HIV/AIDS (see also page 22)**

American Association for the Advancement of Science/Jomo Kenyatta University (Kenya)	15
Boston University/Lesotho College of Education (Lesotho)	17
Howard University/University of the Western Cape (South Africa, 2003)	32
Indiana University/Moi University Faculty of Health Sciences (Kenya)	15
Johns Hopkins University School of Public Health/Universidad Peruana Cayetano Heredia (Peru)	107
Maricopa Community College District/Universidad Veracruzana (Mexico)	90
Middle Tennessee State University/University of Durban-Westville (South Africa)	33
Northern Illinois University/Université de Mbuji Mayi (Democratic Republic of the Congo)	7
The Pennsylvania State University/University of Durban-Westville (South Africa)	34
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University (Kenya)	16
University of California, San Diego/Universidad Autónoma de Baja California (Mexico)	98
West Virginia University/Catholic University of Mozambique (Mozambique)	20

### **Internet and Communications Technology/Distance Education**

American Museum of Natural History/Universidad Mayor de San Andrés (Bolivia)	79
Arizona State University/Instituto Tecnológico y de Estudios Superiores, Monterrey (Mexico)	86
Bronx Community College/Umgungundlovu Further Education & Training College (South Africa)	27
Bronx Community College/University of Natal, Pietermaritzburg (South Africa)	27
Cleveland State University/Copperbelt University (Zambia)	9, 41
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)	38
Furman University/University of the West Indies (Jamaica)	85
Georgia State University/Alexandria Institute of Technology (Egypt)	48
Highline Community College/Cape Technikon (South Africa)	31
Howard University/University of the Transkei (South Africa)	31
Indiana State University/University of Hassan II-Mohammedia (Morocco)	58
Indiana University/South East European University (Macedonia)	71
Kansas State University/Gorno-Altai State University (Russia)	74
Langston University/Awassa College of Agriculture, Debub University (Ethiopia)	10
Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)	32
Michigan State University/University of Mali (Mali)	19
Mississippi Consortium for International Development/Agostinho Neto University (Angola)	5, 9
Prince George's Community College/National University of Rwanda (Rwanda)	25
Prince George's Community College/Vista University (South Africa)	9, 34
Purdue University/Kabul University (Afghanistan)	44
Riverside Community College/University of Asmara (Eritrea)	8, 9
Southern Methodist University/Instituto Tecnológico y de Estudios Superiores, Monterrey (Mexico)	93

Southern Methodist University/University of Tunis El Manar (Tunisia)	56, 64
Southern New Hampshire University/The Open University of Tanzania (Tanzania)	39
Springfield Technical Community College/Althone Technical College (South Africa)	36
State University of New York at Cortland/University of Nairobi (Kenya)	16
Suffolk University/University of Cape Coast (Ghana)	13
Texas Southern University/Eastern Cape Technikon (South Africa)	36
Tufts University School of Medicine/University of Nairobi (Kenya)	16, 22
University of Connecticut/Ain Shams University (Egypt)	50, 56
University of Delaware/Institute of Local Government Studies/Erasmus University (Ghana)	13
University of Georgia/Unity University College (Ethiopia)	12
University of Iowa/Nigerian National Universities Commission (Nigeria)	24
University of Washington/Chulalongkorn University (SE Asia Regional)	68
University of Washington/De La Salle University (Philippines)	62
University of Wyoming/Saratov State Socio-Economics University (Russia)	75
University System of Georgia/University of Cape Coast (Ghana)	14

### Population/Health/Nutrition

American Association for the Advancement of Science/Jomo Kenyatta University (Kenya)	15, 22
Case Western Reserve University/National University of Laos (Laos, 1999)	57
Case Western Reserve University/National University of Laos (Laos, 2002)	57
Harford Community College/Moscow Medical College #1 (Russia, 1998)	73
Harford Community College/Moscow Medical College #1 (Russia, 2001)	73
Houston Community College-Southeast/University of Delhi (India)	51
Howard University/University of the Transkei (South Africa)	31
Howard University/University of the Western Cape (South Africa, 2003)	22, 32
Indiana University/Moi University Faculty of Health Sciences (Kenya)	15
Johns Hopkins University/Al-Quds University (West Bank/Gaza)	66
Johns Hopkins University School of Public Health/Universidad Peruana Cayetano Heredia (Peru)	107
Langston University/Alemaya University (Ethiopia)	9, 10
Langston University/Awassa College of Agriculture, Debub University (Ethiopia)	10
Lincoln University of Missouri/University of Malawi, Bunda College of Agriculture (Malawi)	18
Loma Linda University/Kabul Medical Institute (Afghanistan)	43
Maricopa Community College District/Universidad Veracruzana (Mexico)	90
Middle Tennessee State University/University of Durban-Westville (South Africa)	9, 33
Montana State University/Universidad Autónoma de Baja California (Mexico)	90
Ohio University/University of Maiduguri (Nigeria)	23
The Pennsylvania State University/University of Durban-Westville (South Africa)	34
The Pennsylvania State University/University of Namibia (Namibia)	22
State University of New York at Albany/Makerere University (Uganda)	40
Texas A&M University/University of Malawi, Bunda College of Agriculture (Malawi)	18
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University (Kenya)	16, 22
University of Arizona/El Colegio de Sonora (Mexico)	97
University of California, San Diego/Universidad Autónoma de Baja California (Mexico)	98
University of Illinois at Chicago/The National University of “Kyiv-Mohyla Academy” (Ukraine)	76
University of Illinois at Urbana-Champaign/Universidad Autónoma de Queretaro (Mexico)	100
University of North Florida/Centre Universitaire Regional de Bambey (Senegal)	26

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University of Northern Iowa/University of Cape Coast (Ghana)	14
University of Scranton/Universidad de Iberoamericana (Mexico)	102
West Virginia University/Catholic University of Mozambique (Mozambique)	20, 22

### Workforce and Entrepreneurial Development

Alamo Community College District/Universidad Tecnológica de Coahuila (Mexico)	86
Arizona State University/Instituto Tecnológico de Sonora (Mexico)	86
Arizona State University/Instituto Tecnológico y de Estudios Superiores, Monterrey (Mexico)	86
Bronx Community College/Umgungundlovu Further Education & Training College (South Africa)	27
Bronx Community College/University of Natal, Pietermaritzburg (South Africa)	27
Cleveland State University/Copperbelt University (Zambia)	9, 41
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)	38
Community Colleges for International Development/Polytechnic of Namibia (Namibia)	21
Community Colleges of Colorado/National Confederation of Industry (Brazil)	80
Cornell University/Universidad Autónoma de Yucatan (Mexico)	87
Daytona Beach Community College/Universidad Regiomontana (Mexico)	88
Georgia State University/Alexandria Institute of Technology (Egypt)	48
Georgia State University/Caucasus School of Business (Georgia)	70
Harford Community College/Moscow Medical College #1 (Russia, 1999)	73
Harford Community College/Moscow Medical College #1 (Russia, 2001)	73
Highline Community College/Cape Technikon (South Africa)	31
Highline Community College/False Bay College (South Africa)	30
Highline Community College/National Access Consortium Western Cape (South Africa)	9, 30
Highline Community College/Polytechnic of Namibia (Namibia)	9, 21
Iowa State University/Universidad de Colima (Mexico)	89
Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)	63
Kansas State University/Gorno-Altai State University (Russia)	74
Kent State University, Trumbull Campus/Tashkent State University (Uzbekistan)	76
Kentucky Community and Technical College System/Kien Giang Community College (Vietnam)	64
Kirkwood Community College/Universidad Tecnológica de Fidel Velazquez (Mexico)	89
Maricopa Community College District/Université D'Abomey, National School of Applied Economics and Management (Benin)	6
Michigan Technological University/Universidad de Sonora (Mexico)	90
Middlesex Community College/Addis Ababa Commercial College (Ethiopia)	11
Montana State University/University of Zagreb/Osijek University (Croatia)	70
Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)	92
Plattsburgh State University of New York/Institut National de Commerce d'Alger (Algeria)	45
Prince George's Community College/National University of Rwanda (Rwanda)	25
Prince George's Community College/Vista University (South Africa)	9, 34
Riverside Community College/University of Asmara (Eritrea)	8, 9
San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)	92
Southern Methodist University/University of Tunis El Manar (Tunisia)	56, 64
Southern New Hampshire University/The Open University of Tanzania (Tanzania)	39
Southern New Hampshire University/University of the North (South Africa)	35
Southern Oregon University/Universidad de Guanajato (Mexico)	93
Springfield Technical Community College/Althone Technical College (South Africa)	36

St. Louis Community College/Guyana Ministry of Education (Guyana)	83
State University of New York at Morrisville/Universidad Tecnológica de Tula-Tepejí (Mexico)	94
Texas A&M University–Corpus Christi/Instituto Tecnológico de Saltillo (Mexico)	94
Texas Southern University/Eastern Cape Technikon (South Africa)	36
Tuskegee University/University of Fort Hare (South Africa)	37
University of Arizona/Universidad Autónoma de Chapingo (Mexico)	97
University of Arizona/Universidad Autónoma de Tamaulipas (Mexico)	96
University of Arizona/El Colegio de Sonora (Mexico)	97
University of Arkansas/Université du Centre at Sousse (Tunisia)	64
University of Connecticut/Ain Shams University (Egypt)	50, 56
University of Delaware/Obafemi Awolowo University (Nigeria)	24
University of Georgia/Universidad Veracruzana (Mexico)	99, 100
University of Iowa/Nigerian National Universities Commission (Nigeria)	24
University of Maryland, Eastern Shore/University of Cape Coast (Ghana)	13
University of Missouri-Rolla/Mazoon College for Management and Applied Sciences (Oman)	61
University of Notre Dame/Universidad de Guadalajara (Mexico)	101
University of Scranton/Universidad Iberoamericana (Mexico)	102
University of Washington/De La Salle University (Philippines)	62
University of Wisconsin-Madison/ Instituto Tecnológico y de Estudios Superiores, Monterrey-Queretaro (Mexico)	103
University of Wyoming/Saratov State Socio-Economics University (Russia)	75
Western Illinois University/Universidad Autónoma de Queretaro (Mexico)	105
Western Illinois University/Universidad Mayor de San Andres (Bolivia)	80

### **American Association of Community Colleges Workforce Development Awards**

Bronx Community College/University of Natal, Pietermaritzburg (South Africa)	27
Community Colleges of Colorado/National Confederation of Industry (Brazil)	80
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)	38
Daytona Beach Community College/Universidad Regiomontana (Mexico)	88
Harford Community College/Moscow Medical College #1 (Russia, 1999)	73
Highline Community College/National Access Consortium, Western Cape (South Africa)	9, 30
Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)	63
Kent State University, Trumbull Campus/Tashkent State University (Uzbekistan)	76
Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)	89
Middlesex Community College/Addis Ababa Commercial College (Ethiopia)	11
Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)	92
Prince George's Community College/Vista University (South Africa)	9, 34
Riverside Community College/University of Asmara (Eritrea)	8, 9
San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)	92
Springfield Technical Community College/Althone Technical College (South Africa)	36
St. Louis Community College/Guyana Ministry of Education (Guyana)	83
State University of New York at Morrisville/Universidad Tecnológica de Tula-Tepejí (Mexico)	94



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### Education for Democracy and Development Initiative (EDDI) Partnerships (see also page 9)

Edinboro University of Pennsylvania/University of the Free State (South Africa, 1999)	28
Edinboro University of Pennsylvania/University of the Free State (South Africa, 2002)	28
Florida State University/Potchefstroom University (South Africa)	29
Highline Community College/Polytechnic of Namibia (Namibia)	21
Howard University/University of the Western Cape (South Africa, 1999)	22, 32
Langston University/Alemaya University (Ethiopia)	10
Lincoln University of Missouri/University of Malawi (Malawi)	18
Middle Tennessee State University/University of Durban-Westville (South Africa)	33
The Ohio State University/Makerere University (Uganda)	40
Ohio University/University of Maiduguri (Nigeria)	23
The Pennsylvania State University/University of Durban-Westville (South Africa)	34
Southern New Hampshire University/The Open University of Tanzania (Tanzania)	39
Spelman College/Durban Institute of Technology (South Africa)	35
State University of New York at Albany/Makerere University (Uganda)	40
State University of New York at Cortland/University of Nairobi (Kenya)	16
Texas Southern University/Eastern Cape Technikon (South Africa)	36
University of Iowa/Nigerian National Universities Commission (Nigeria)	24
University of Massachusetts Boston/Université Gaston Berger de Saint Louis (Senegal)	26
University of North Florida/Centre Universitaire Régional, Bambey (Senegal)	26
University of South Florida/University of Cape Coast (Ghana)	14
University System of Georgia/University of Cape Coast (Ghana)	14
Virginia Polytechnic Institute and State University/Malawi Institute of Education, Domasi College of Education (Malawi)	18, 19

### EDDI Sustainability Awards (see also page 9)

Bronx Community College/University of Natal, Pietermaritzburg (South Africa)	27
Cleveland State University/Copperbelt University (Zambia)	41
Highline Community College/National Access Consortium Western Cape (South Africa)	30
Highline Community College/Polytechnic of Namibia (Namibia)	21
Langston University/Awassa College of Agriculture, Debub University (Ethiopia)	10
Middle Tennessee State University/University of Durban, Westville (South Africa)	33
Mississippi Consortium for International Development/Agostinho Neto University (Angola)	5
Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal, Pietermaritzburg (South Africa)	33
Prince George's Community College/Vista University (South Africa)	34
Riverside Community College/University of Asmara (Eritrea)	8

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## Networks

Howard University/University of the Western Cape (South Africa, 1999)	22, 32
Indiana University/South East European University (Macedonia)	71
Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)	32
Mississippi Consortium for International Development/Agostinho Neto University (Angola)	5, 9
National Association of Schools of Public Affairs and Administration/Numerous institutions in 12 Latin American countries	110
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)	91
Organization for Tropical Studies/Universidad Nacional de la Amazonía Peruana/Amazon Center for Environmental Education and Research (Peru)	108
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2001)	96
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2002)	95
University of California, Davis/Samarkand State University (Kazakhstan, Turkmenistan, Uzbekistan)	77
University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)	68
University System of Georgia/University of Cape Coast (Ghana)	14

## Special Initiatives and Other USAID Mission Funding

Calvin College/Birzeit University (West Bank/Gaza)	65
Cornell University/Tamil Nadu Agricultural University (India)	50
Eastern Iowa Community College District/Vasavi College of Engineering (India)	51
Georgia State University/Alexandria Institute of Technology (Egypt)	48
Georgia State University/An-Najah National University (West Bank/Gaza)	66
Indiana University/Indiana Consortium for International Programs/South East European University (Macedonia)	71
Iowa State University/University of Agricultural Sciences (India)	52
Iowa State University/Universidad Nacional Agraria-La Molina (Peru)	107
Johns Hopkins University/Al-Quds University (West Bank/Gaza)	66
Metropolitan Community College/Universidad Centroamericana “José Simeón Cañas” (El Salvador)	82
Michigan State University/Texas A&M University/National University of Rwanda (Rwanda)	25
Michigan State University/Tamil Nadu Agricultural University (India)	52
Montana State University/L’Institut d’Economie Rurale (Mali)	20
Montana State University/Universidad Autónoma de Baja California (Mexico)	90
The Ohio State University/Punjab Agricultural University (India)	53
Purdue University/Islamic University of Gaza (West Bank/Gaza)	66
Purdue University/University of Agricultural Sciences (India)	53
Texas A&M University/Consortio Técnico del Noreste de México (Mexico)	95, 96
University of Alabama/Mekelle University (Ethiopia)	11
University of California, Davis/Tamil Nadu Agricultural University (India)	53
University of Florida/Nicaragua Ministry of Agriculture/National Agriculture Research Institute (Nicaragua)	110
University of Georgia/Birzeit University/Al-Azhar University of Gaza (West Bank/Gaza)	67
University of Georgia/Unity University College (Ethiopia)	13
University of Houston/Bangladesh University of Engineering and Technology (Bangladesh)	46
University of Maryland, Eastern Shore/Palestine Polytechnic University (West Bank/Gaza)	67
University of Oklahoma/Bethlehem University (West Bank/Gaza)	67

University of Rhode Island/Universidad de Quintana Roo (Mexico)	101
University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores, Monterrey (Mexico)	103
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Virginia Polytechnic Institute and State University/Dhaka University (Bangladesh)	47
Virginia Polytechnic Institute and State University/Bangladesh University of Engineering and Technology (Bangladesh)	47
Virginia State University/University of Asmara/Ministry of Agriculture (Eritrea)	8

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Arizona State University/Instituto Tecnológico y de Estudios Superiores, Monterrey (2004)	86
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Michigan Technological University/Universidad de Sonora (2003)	90
Northern Arizona University/Universidad de Sonora (2003)	91
San Diego State University/Universidad Autónoma de Baja California (2003)	93
Southern Methodist University/Instituto Tecnológico y de Estudios Superiores, Monterrey (2004)	93
Southern Oregon University/Universidad de Guanajato (2003)	93
Texas A&M University-Kingsville/Instituto Tecnológico y de Estudios Superiores, Monterrey (2003)	94
Texas A&M University-Corpus Christi/Lamar University/Instituto Tecnológico de Saltillo (2003)	94
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**U.S.–Middle East University Partnerships Program (see also page 56)**

DePaul University/University of Bahrain (Bahrain)	45
Murray State University/University of Bahrain (Bahrain)	46
Plattsburgh State University of New York/Institut National de Commerce d'Alger (Algeria)	45
Southern Methodist University/University of Tunis El Manar (Tunisia)	64
University of Arkansas/Université du Centre at Sousse (Tunisia)	66
University of Connecticut/Ain Shams University (Egypt)	50
University of Missouri-Rolla/Mazoon College for Management and Applied Sciences (Oman)	62
University of North Carolina at Chapel Hill/University of Jordan (Jordan)	55

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# APPENDIX II

*Lead U.S. Partnership Institutions by State (41 states represented)*

## **Alabama**

Tuskegee University  
University of Alabama

## **Arkansas**

University of Arkansas

## **Arizona**

Arizona State University  
Maricopa Community College District  
Northern Arizona University  
Paradise Valley Community College  
University of Arizona

## **California**

California State University-Fullerton  
Loma Linda University  
Riverside Community College, District  
San Diego Community College, District  
San Diego State University  
University of California, Davis  
University of California, San Diego

## **Colorado**

Colorado Community College System  
Red Rocks Community College  
University of Colorado at Boulder

## **Connecticut**

Central Connecticut State University  
Southern Connecticut State University  
University of Connecticut

## **Delaware**

University of Delaware

## **District of Columbia**

American Association for the Advancement  
of Science  
American University  
Gallaudet University  
Howard University  
National Association of Schools of Public  
Affairs and Administration

## **Florida**

Daytona Beach Community College  
Florida A&M University  
Florida State University  
University of Florida  
University of North Florida  
University of South Florida

## **Georgia**

Georgia State University  
Spelman College  
University of Georgia  
University System of Georgia

## **Hawaii**

Kapi'olani Community College

## **Illinois**

DePaul University  
Northern Illinois University  
Southern Illinois University  
University of Chicago  
University of Illinois at Chicago  
University of Illinois at Urbana-Champaign  
Western Illinois University

## **Indiana**

Indiana University  
Indiana State University  
Purdue University  
University of Notre Dame



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### **Iowa**

Eastern Iowa Community College District  
Iowa State University  
Kirkwood Community College  
University of Iowa  
University of Northern Iowa

### **Kansas**

Haskell Indian Nations University  
Kansas State University

### **Kentucky**

Kentucky Community and Technical College  
System  
Murray State University

### **Maryland**

Harford Community College  
Johns Hopkins University  
Prince George's Community College  
University of Maryland  
University of Maryland, Eastern Shore

### **Massachusetts**

Boston University  
Middlesex Community College  
Springfield Technical Community College  
Suffolk University  
Tufts University  
University of Massachusetts Amherst  
University of Massachusetts Boston  
Worcester Polytechnic Institute

### **Michigan**

Calvin College  
Michigan State University  
Michigan Technological University

### **Mississippi**

Mississippi Consortium for International  
Development  
Mississippi State University

### **Missouri**

Lincoln University  
St. Louis Community College  
Washington University  
University of Missouri, Columbia  
University of Missouri, Rolla

### **Montana**

Montana State University

### **New Hampshire**

Southern New Hampshire University

### **New Mexico**

University of New Mexico

### **New York**

American Museum of Natural History  
Bronx Community College  
Cornell University  
Plattsburgh State University of New York  
State University of New York at Cortland  
State University of New York at Morrisville  
State University of New York at Albany

### **Nebraska**

Metropolitan Community College

### **North Carolina**

Duke University  
Johnston Community College  
University of North Carolina at Chapel Hill

### **Ohio**

Case Western Reserve University  
Cleveland State University  
Columbus State Community College  
Kent State University-Trumbull Campus  
The Ohio State University  
Ohio University  
Tiffin University

### **Oklahoma**

Langston University  
University of Oklahoma

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### **Oregon**

Oregon State University  
Southern Oregon University

### **Pennsylvania**

Edinboro University of Pennsylvania  
The Pennsylvania State University  
University of Pittsburgh  
University of Scranton

### **Rhode Island**

University of Rhode Island

### **South Carolina**

Clemson University  
Furman University  
University of South Carolina

### **Tennessee**

Middle Tennessee State University  
Tennessee State University

### **Texas**

Alamo Community College District  
Southern Methodist University  
Houston Community College System  
Texas A&M University  
Texas A&M University-Corpus Christi  
Texas A&M University-Kingsville  
Texas Christian University  
Texas Southern University  
University of Houston  
University of Texas at Austin  
University of Texas at San Antonio

### **Utah**

Utah State University

### **Virginia**

Virginia Polytechnic Institute and State  
University  
Virginia State University

### **Washington**

Highline Community College  
Pacific Lutheran University  
University of Washington  
Walla Walla Community College  
Washington State University

### **West Virginia**

West Virginia University

### **Wisconsin**

University of Wisconsin-Madison  
University of Wisconsin-River Falls

### **Wyoming**

University of Wyoming



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# APPENDIX III

*Lead Overseas Partnership Institutions by Country (59 countries represented)*

## **Afghanistan**

Afghan University for Education  
Kabul Education University  
Kabul Medical Institute  
Kabul Polytechnic  
Kabul University

## **Algeria**

Institut National de Commerce d'Alger

## **Angola**

Agostinho Neto University

## **Bahrain**

University of Bahrain

## **Bangladesh**

Bangladesh University of Engineering and  
Technology  
Dhaka University  
Independent University of Bangladesh

## **Benin**

Universite D'Abomey

## **Bolivia**

Universidad Autónoma Gabriel René Moreno  
Universidad Católica Boliviana  
Universidad Mayor de San Andrés

## **Botswana**

University of Botswana

## **Brazil**

Centro Federal de Educacao Technologica  
de Minas Gerais  
National Confederation of Industry

## **Cambodia**

Pannasastra University of Cambodia

## **Colombia**

Universidad de los Andes

## **Croatia**

Osijek University  
University of Rijeka  
University of Zagreb

## **Democratic Republic of the Congo**

Université de Mbuji Mayi

## **Dominican Republic**

Universidad Autónoma de Santo Domingo

## **Egypt**

Ain Shams University  
Al-Azhar University  
Alexandria Institute of Technology

## **El Salvador**

Universidad Centroamericana "José Simeón  
Cañas"

## **Eritrea**

University of Asmara

## **Ethiopia**

Addis Ababa Commercial College  
Addis Ababa University  
Alemaya University  
Bahir Dar University  
Debub University Awassa College of  
Agriculture  
Mekelle University  
Unity University

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**Georgia**

Caucasus School of Business

**Ghana**

Institute of Local Government Studies  
University of Cape Coast

**Guatemala**

Universidad de San Carlos de Guatemala

**Guyana**

Ministry of Education

**Honduras**

Pan American School of Agriculture  
(Zamorano)

**India**

Punjab Agricultural University  
Tamil Nadu Agricultural University  
University of Agricultural Studies  
University of Delhi  
Vasavi College of Engineering

**Indonesia**

Institute of Technology, Bandung  
State Islamic University Syarif Hidayatullah  
Universitas Sam Ratulangi

**Jamaica**

University of the West Indies

**Jordan**

University of Jordan  
Yarmouk University

**Kenya**

Jomo Kenyatta University  
Moi University  
University of Nairobi

**Kyrgyzstan**

American University–Central Asia

**Laos**

National University of Laos

**Lesotho**

Lesotho College of Education

**Macedonia**

South East European University

**Malawi**

Domasi College of Education  
Malawi Institute of Education  
Mzuzu University  
University of Malawi Bunda College of  
Agriculture

**Mali**

L'Institut d'Economie Rurale  
University of Mali

**Mexico**

Centros de Capacitación Tecnológica  
Industrial  
Centro de Investigación y de Estudios  
Avanzados  
Centro Universitario México  
Colegio de Postgraduados en Ciencias  
Agrícolas  
Consortio Técnico del Noreste de México  
El Colegio de Sonora  
Instituto Tecnológico de Saltillo  
Instituto Tecnológico y de Estudios  
Superiores, Monterrey  
Instituto Tecnológico y de Estudios  
Superiores, Monterrey-Querétaro  
Universidad Autónoma de Baja California  
Universidad Autónoma de Chapingo  
Universidad Autónoma de Guadalajara  
Universidad Autónoma de Nuevo León  
Universidad Autónoma de Puebla  
Universidad Autónoma de Tamaulipas  
Universidad Autónoma de Querétaro  
Universidad Autónoma de Yucatán  
Universidad de Colima  
Universidad de Guanajuato  
Universidad de las Américas Puebla



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Universidad de Quintana Roo  
Universidad de Sonora  
Universidad Iberoamericana  
Universidad Nacional Autónoma de México  
Universidad Regiomontana  
Universidad Tecnológica de Fidel Velázquez  
Universidad Tecnológica de Tabasco  
Universidad Tecnológica de Tula-Tepeji  
Universidad Veracruzana

#### **Morocco**

University of Hassan II-Mohammedia

#### **Mozambique**

Catholic University of Mozambique

#### **Namibia**

Polytechnic of Namibia  
University of Namibia

#### **Nepal**

Kathmandu University  
Tribhuvan University

#### **Nicaragua**

Instituto Nicaragüense de Investigación  
Agropecuaria  
Ministry of Agriculture  
Universidad Nacional Agraria

#### **Nigeria**

Nigerian National Universities Commission  
Obafemi Awolowo University  
University of Maiduguri

#### **Oman**

Mazoon College for Management and Applied  
Sciences

#### **Peru**

Amazon Center for Environmental Education  
and Research  
Pontificia Universidad Católica del Perú  
Universidad Nacional Agraria “La Molina”  
Universidad Nacional de la Amazonia Peruana  
Universidad Nacional del Altiplano  
Universidad Peruana Cayetano Heredia

#### **Philippines**

De La Salle University  
Leyte State University  
Mapúa Institute of Technology  
Silliman University

#### **Romania**

Technical University of Cluj-Napoca  
University of Bucharest

#### **Russia**

Gorno-Altai State University  
Moscow Medical College #1  
Novgorod State University  
Saratov State Socio-Economics University

#### **Rwanda**

National University of Rwanda

#### **Senegal**

Centre Universitaire Régional de Bambey  
Université Gaston Berger de Saint Louis

#### **South Africa**

Athlone Technical College  
Cape Technikon  
Durban Institute of Technology  
Eastern Cape Technikon  
eastern seaboard Association of Tertiary  
Institutions  
False Bay College  
Fort Cox College of Agriculture and Forestry  
Mangosuthu Technikon  
National Access Consortium, Western Cape  
Potchefstroom University  
Umgungundlovu Further Education and  
Training College

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University of Durban-Westville  
University of Fort Hare  
University of Natal-Pietermaritzburg  
University of Port Elizabeth  
University of the Free State  
University of the North  
University of the Western Cape  
University of the Witwatersrand  
University of Transkei  
University of Zululand  
Vista University

### **Sri Lanka**

Ceylon Hotel School Graduates Association

### **Tanzania**

Dar es Salaam Institute of Technology  
The Open University of Tanzania  
Sokoine University of Agriculture  
University of Dar es Salaam

### **Thailand**

Chulalongkorn University

### **Tunisia**

Université du Centre at Sousse  
University of Tunis El Manar

### **Uganda**

Makerere University

### **Ukraine**

L'viv Institute of Management  
National University of "Kyiv-Mohyla  
Academy"

### **Uzbekistan**

Samarkand State University  
Tashkent Institute of Irrigation and  
Agricultural Mechanization Engineers  
Tashkent State University

### **Vietnam**

Cantho University  
Kien Giang Community College  
Nong Lam University

### **West Bank/Gaza**

Al Azhar University of Gaza  
Al-Quds University  
An Najah National University  
Bethlehem University  
Birzeit University  
Islamic University of Gaza  
Palestine Polytechnic University

### **Zambia**

Copperbelt University

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